



# VASE

## Volar A las Estrellas

**A 6-month after school program that supports the development of a functional library and enforces leadership, creativity, literacy and more.**



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Youth Development Volunteers – **Perú 2010-2012**



# VALE Volar A las Estrellas

## Table of Contents

## Page

Introduction .....3

**Part I Exploration of the World .....5**



1.1 What planet are we on? .....6

1.2 What is Russia? ..... 11

1.3 What is Japan? ..... 14

1.4 What is Ghana? ..... 18

1.5 What is India? ..... 21

1.6 What is Egypt? ..... 24

**Part 2 Exploration of the Community ..... 28**



2.1 Do I like to read? ..... 29

2.2 How do I find answers to my questions? ..... 32

2.3 What is a good leader? ..... 34

2.4 How do I organize? ..... 37

2.5 What is the role of a woman? A man? ..... 40

2.6 What is alcoholism? ..... 44

**Part 3 Exploration of the Self .....49**



3.1 How does my body work? .....50

3.2 Where can I collect my thoughts? .....62

3.3 What about me? .....65



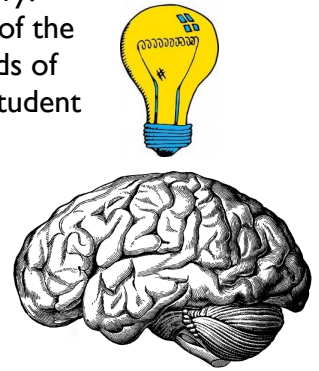
**Appendix & Keys for Ensuring VALE Success .....69**

# Introduction

This program was developed in response to the following:

- The **social issues** that exist in South America—such as malnutrition, alcoholism, discrimination, etc.
- What **Peruvian parents** of low socio-economic status reported in surveys as wanting developed in their children.
- Some themes found to be lacking in the **Peruvian public school** system.
- The methods of the **KIPP program** developed by AmeriCorps volunteers in low socio-economic status communities in the United States.
- The methods of **Harlem Children's Zone**, a charter school developed to get Harlem youth in college.
- Recommendations by **researchers, teachers, experts** and professionals from Europe, the United States, and Peru. (see bibliography)

VALE is based around **art and play** exclusively. No lectures. No copying written text. Why? According to Crack and Lockhart, semantic processing is more profound and results in greater memory. Repetition and intention to learn is insufficient to create long term memory, the quality of the semantic processing is what is important. This means that the Spanish-influenced methods of teaching in South America (rote learning and copying from the board) are easy for the student to forget. Students need more active processing to remember long-term. How do we do this? With non-formal education (play and art). Primarily, non-formal education is linked with emotional reward that activates the medial temporal lobe during learning. This facilitates better memorization. Secondly, the more of the brain you are stimulating, the more easy it is to recall the information you have learned. Having all four of the following stimuli leads to ideal mental stimulation and easier recall of the information learned: emotional, visual, auditory and kinesthetic. This program was designed to stimulate semantic processing in all activities and themes so the VALE youth graduate with information that they'll both never forget and that will enrich their lives.



This program also has a **leadership** focus that encourages self-esteem and self-efficacy development. In participating in community projects and constant production activities they will learn how to see a project through from the planning to completion stages.

Through the course of this program the youth will also build the habit of **visiting a library regularly** and developing an appreciation for books. This habit is the base for creating a sustainable and dynamic library in any community.

It is broken into three sections; **World, Community, and Self**. While the curriculum is designed with this in mind and with the goal of building the students' confidence and participation from one level to the next, it is meant to be a flexible program that you can modify for the needs of your community. It is encouraged that you tailor sessions—adding or removing activities according to your students' and community's needs.

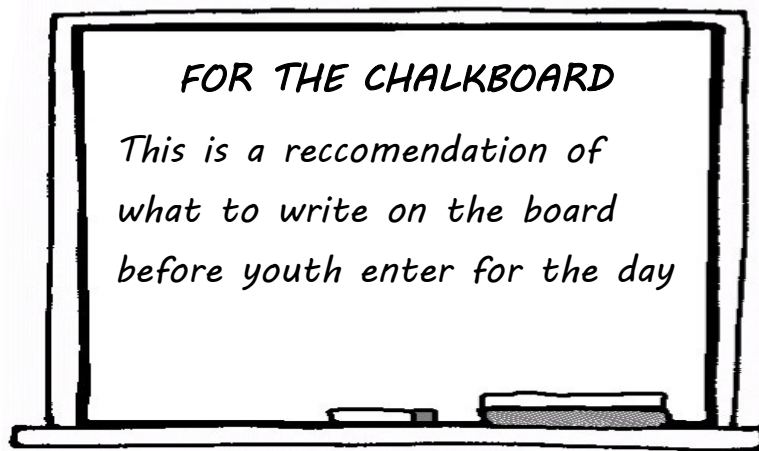
A Peace Corps Volunteer could spend a lifetime (not just two years) trying to attend to every issue in a community (malnutrition, hygiene, garbage disposal, etc). The idea of the VALE program – at a very grass roots level – is that if we **facilitate curiosity, creativity, literacy, leadership, and knowledge on how to research** in the youth, they themselves can decide how to make their communities safer and happier places in the generation to come.

**A very heartfelt thank you to World Connect for supporting this project.**

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## The Chalkboard



## The Flashcards

These are typically images that you can cut out, write the definitions on the back of, and use at the beginning of class (sitting in a circle) to present each country to your students.

Getting images of clothing, buildings, and foods helps the youth get a feeling for the foreign culture they will be learning about.

## The Primary/Secondary School Divisions

Be very cognizant of whether activities are directed towards **PRIMARY SCHOOL**-aged, **SECONDARY SCHOOL**-aged, or **ALL**-aged students by noting the titles in grey above each set of activities.



## Part 1

# Explore the World



## Introduction

The world section focuses on introducing students to the world beyond their towns; it is important because the public school curriculum is often limited when it comes to teaching world/planet knowledge. It is meant to really stimulate curiosity and creativity.

- ★ **Leadership project:** This section of the program would be happening while the youth are painting a mural, on a publicly viewed wall, or a world map.  
(See Peace Corps world map project manual for details)

Always remember to discuss your students' community in comparison to each foreign country you explore.

At the end of some class planners you will find a “**HOW DO WE GO ABOVE AND BEYOND?!**” section. This is developed for the end of the class, once the youth have digested the information for the day it not only wets their pallet to explore a little further, but it also encourages the idea of never only doing the bare minimum of what is necessary. It promotes going a little bit beyond what is required.

### **Week 1: *What Planet Am I On?***

Many Peruvian youth do not understand why we have seasons because their textbooks are out of date. This is important to understand if you work in agriculture or livestock, which many will.

### **Week 2-6: *Exploring Different Countries and Cultures***

These classes explore specific countries that are representative of distinct cultures. Each class begins by going through what we call “**flashcards**” as a group. This is to paint a kind of picture in the youth's heads about what this country looks/feels like. Be sure to discuss similarities and differences to your community's culture for each country. Please have music playing from said country while the youth work on their art projects every day. When they come in there should be some words **in the country's language** on the board that you will say together once going through the flashcards for the day. Don't forget to point to the day's country on your world map and talk about what the weather must be like based on their location on the planet. Take your time talking about each item on the flashcards, and feel free to add more flashcards if you find something interesting. Always end the circle looking at what their money looks like and learning a few words in their language.

# |.| What Planet Am I On?

Exploring Planet Earth



## GOAL

By the end of this session, each child will know how **gravity** works, where and what **the equator** is, where **countries** are in relation to the planet, and where **planets** are in relation to each other.

ALL STUDENTS

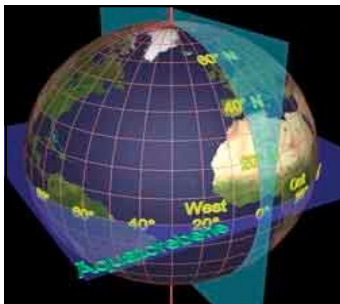
## OUR PLANET

Begin by handing out lined paper and ask the kids to write on this prompt: **"It is said that the world is round and spinning in space. What does that mean?"**

Hold up the diagram of the Earth, discuss how big the Earth is in comparison to the Sun and explain that the Sun is a star that is 150,000,000 meters away, but it is the closet star to our planet. Discuss the distance to your capital city or nearby town, in meters, to give them an idea of how far the sun really is.

SECUNDARIA STUDENTS

Using the 3D diagram of the Earth, demonstrate the following:



**The Equator:** An imaginary line that bisects the planet in half, dividing the northern hemisphere and the southern hemisphere. The angular distance from the equator to itself is 0 and the latitude of the equator is 0°. The more north or south we move on

the planet our distance increases and so does our angle to it.

Eventually reaching the north or south pole which are at a 90° angle to the equator.

**Latitude:** The angular distance of any object from the equator measured in degrees.

**Longitude:** The vertically running lines called meridians. They are all in reference to the Prime Meridian, which runs through Greenwich, England.

**Explain:** Using longitude and latitude it is possible to accurately describe any location on the Earth.

→ Have students find the latitude and longitude of Peru.

→ Have them find the latitude and longitude of other countries.

**Point out:**

Tropic of Cancer 23.5°N; Arctic Circle 66.5°N; North Pole 90°;

Tropic of Capricorn 23.5°S; Antarctic Circle 66.5°S; South Pole 90

## SUPPLIES

All Students

Paper and pencil for each student

| Model of earth on its axis with latitude and longitude lines

| Small moon figure

| Mobile of the solar system to demonstrate

Primaria Students

| Flashlight

Secundaria Students

Styrofoam globes

Tempera paints

Wire

Wire cutters

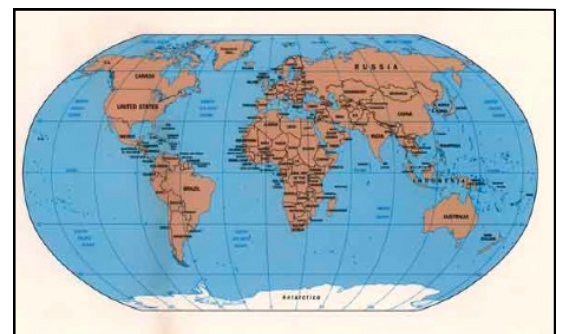
## FOR THE CHALKBOARD

*En cual planeta estamos?*

*Hay dos movimientos del planeta Tierra:*

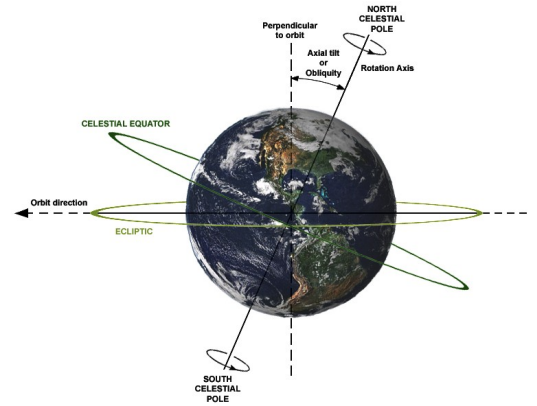
*Voltea por un axis invisible que toma 2 horas para completar. Eso hace un que? Un día*

*Voltea por el sol y toma 365.25 días para completar. Eso hace un que? Un ano*



### PRIMARIA STUDENTS

- Hold up the diagram of the Earth and show where the equator is and how it cuts the world in half.
- Point to the North Pole and South Pole and label them.
- Point out and label Peru.
- Ask the youth to come up one at a time and ask one question per person with a reward for correct answers.



### ALL STUDENTS

## MOVING ON TO EARTH'S MOVEMENTS

Ask the students: **What gives us light and heat during the day on our planet?**

Then pose these questions (and write them on the board):

**If the sun is always burning the same fuel (hydrogen → helium) then how come some parts of the year it feels stronger to us than other parts of the year?**

**How come it feels hotter in the summer and colder in the winter?**

**Explain:** There are two important movements of the Earth:

- 1) It rotates around an invisible axis (demonstrate this using the globe as you talk) and takes 24 hours to complete. **“This makes up what?”** → One day
- 2) It rotates around the sun (demonstrate using mobile) and takes 365  $\frac{1}{4}$  days to complete.

**“This makes up what?”** → One year

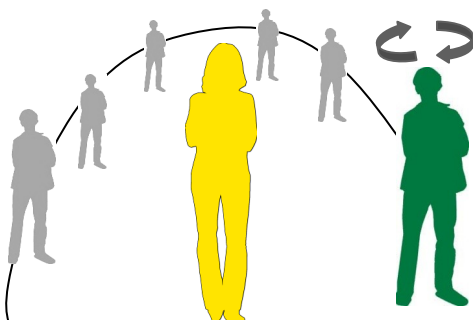
Have someone help you and hold the flashlight, explaining that he or she is the sun. Then you spin the Earth model. Ask questions like, **“So when it is night in Peru, it is daytime where?”**

### PRIMARIA STUDENTS

After having explained and demonstrated this with the models, **explain this with bodies:**

- Assign one volunteer to be **the sun** and one to be **the Earth**
- Have the Earth rotate and ask what just happened (one day passed)
- Have the Earth rotate around the sun and ask what that demonstrated (one year passing)
- Have the sun hold up a flashlight and show where the sun is shining on the other Earth kid's body

[You be the judge of your older youth, they might enjoy this activity as well, or they might think it is juvenile.]



## TIPS!

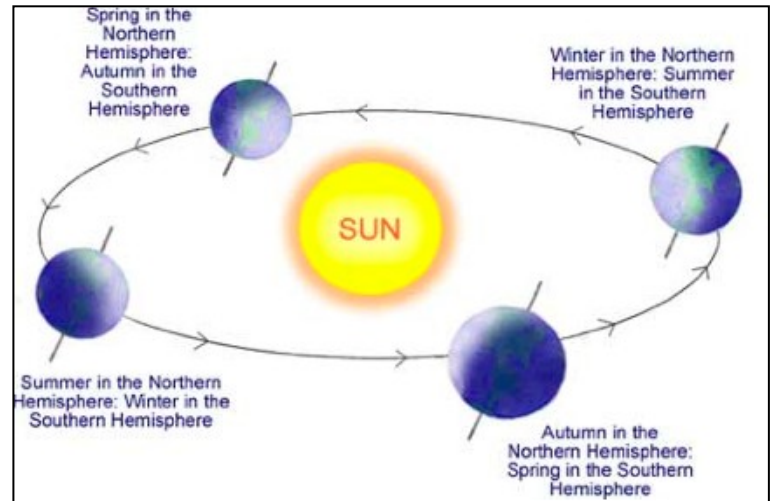
Remember to reward students highly for correct answers. **Get excited** for them and use verbal and physical praise like **smiles, high eyebrows, and/or a pat on the back**. There are two reasons to be particularly praise-giving today. One, this is your first day with the youth and you want them to really want to be near and around you. Those who are lacking healthy attention and affection in the household will hopefully come to you instead of acting out. Two, emotional response (what an individual feels when they receive praise or reward) facilitates better memory recall. If the child has the emotional areas of their brain activated, they are more likely to record the information they are learning more profoundly and with easier accessibility.

## ALL STUDENTS

### EXPLAINING THE SEASONS:

The Earth is tilted on an axis, it isn't perfectly up and down.

- This causes different parts of the Earth's surface to receive a different amount of sunlight and heat.
- As the Earth moves around its orbit, the portion leaning towards the Sun changes.
- Throughout part of the year, the bottom half of the Earth, or Southern Hemisphere, leans out towards the Sun causing the top half of the Earth, the Northern Hemisphere, to lean away from the Sun.



- During this time of year, the Southern Hemisphere gets more light and heat, which causes it to be warmer. The effect is that the Southern Hemisphere enjoys Summer.
- At the same time, the Northern Hemisphere receives less light and heat, making it cooler. While the Southern Hemisphere enjoys Summer, the Northern Hemisphere is in the midst of Winter.
- As the Earth continues along its orbit around the Sun, the angle of the Earth's axis changes. Eventually the Northern Hemisphere faces the Sun, and the Southern Hemisphere leans away. During this time of year, it is the Northern Hemisphere's turn to enjoy Summer.

Then continue the physical demonstration and ask questions like:

**"So when it is Spring in the Northern Hemisphere it is \_\_\_\_\_ in the Southern Hemisphere."** (Autumn)

**"If it is Winter in Peru then it is \_\_\_\_\_ in the United States."** (Summer)

Have them watch the equator as it circles around the Sun.

**"What part always has a lot of light, and what parts always have little?"** (equator-lot, poles-little)

**"So what do you think the weather is like in those places year round?"**

Then hold up the Earth model and the flashlight:

**"So, is it hotter in Northern Peru or Southern Peru? Why? What about the US?"**

## PRIMARIA STUDENTS

### DRAW IT!

Have the students take out the piece of paper they wrote on earlier and draw an Earth. Then draw a stick figure person on the Earth, and the Sun in the open space on the rest of the page. Then ask:

**Who has a person standing on the Earth during the day?**

**Who has a person standing on the Earth in the night?**

Ask students to consider where in the sky an object will appear immediately after it first becomes visible as the Earth rotates.

[ **NOTE:** The answer is that the object will appear to be rising just above the horizon, more or less to the East. Just before the object disappears, it will appear to set below the horizon, more or less in the West. This can be a tricky concept to grasp—reference drawings, diagrams, the globe, and bodies with a flashlight to make it clear.]



## SECUNDARIA STUDENTS

This would be a good time to talk about time zones if you like.

## ALL STUDENTS

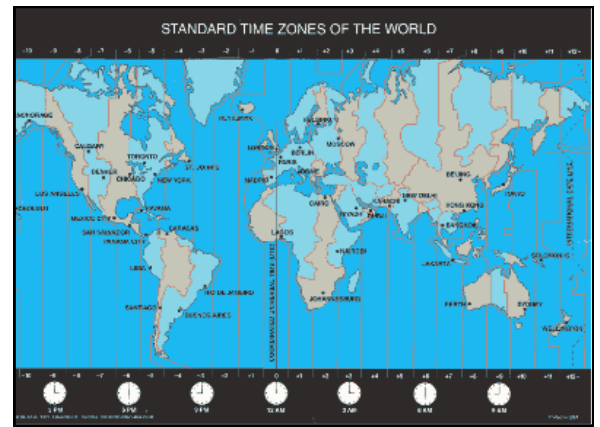
Now you can say:

**“So we have answered our question for the day!”**

(What planet am I on?)

## NOW LET’S GO ABOVE AND BEYOND!

*This is an important phrase. It reinforces the idea of doing more than what you have been asked and doing your best.*



## So what about the moon?

Hold the moon model and a flashlight first.

Move a flashlight around the moon model and ask how much light they see on the sphere. Explain that is just like the light of the sun on the moon.

Then you can have one person come up and be the Earth while one person is the Sun and you are the moon moving around the Earth. Then repeat the day’s demonstration with the flashlight and another person holding the moon so the students can see the three bodies moving in unison.

Explain that the moon moves through a 28 day cycle.

→ **A good concluding activity is having youth make nametags for planets, countries, and themselves.**

## SECUNDARIA STUDENTS

## NOW, LET’S GO EVEN FURTHER!

MAKING MODELS WITH THE SECUNDARIA KIDS

Are there other planets like Earth that circle the Sun? What are they?

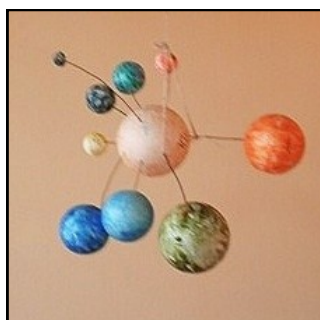
They are called Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, and Pluto.

Use diagrams to compare their sizes (see below). You can make a small model with the youth as a group to demonstrate their location and orbit.

For MOBILES/MODELS, feel free to give the kids creative freedom with materials and construction—focus on order and size.

(For relative sizes see next page)

**Mobile Model**



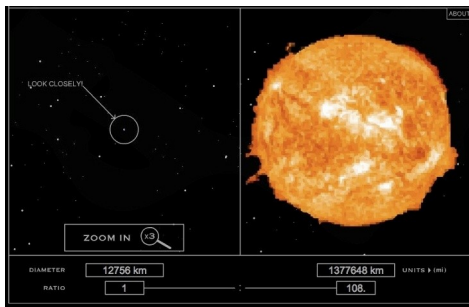
**Linear Model**



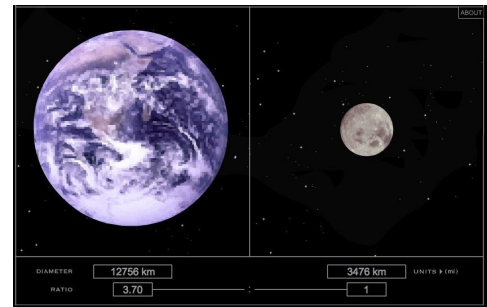


# EARTH — RELATIVE TO THE SUN, MOON AND PLANETS (and Pluto)

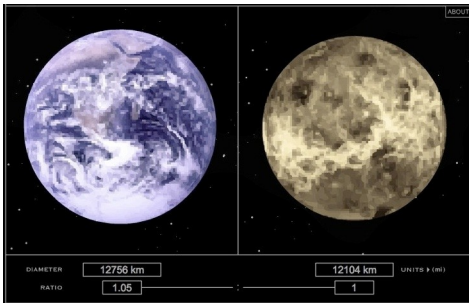
Earth—Sun



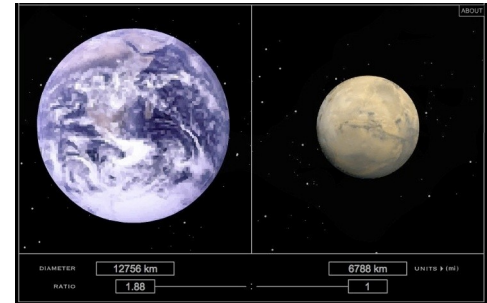
Earth—Moon



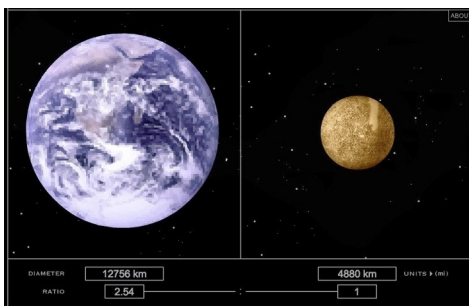
Earth—Mercury



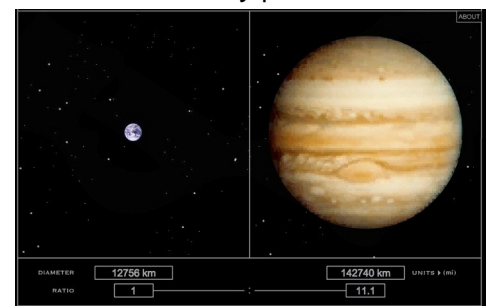
Earth—Venus



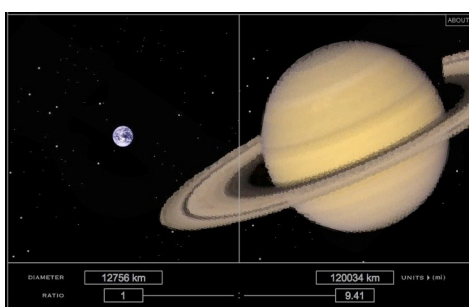
Earth—Mars



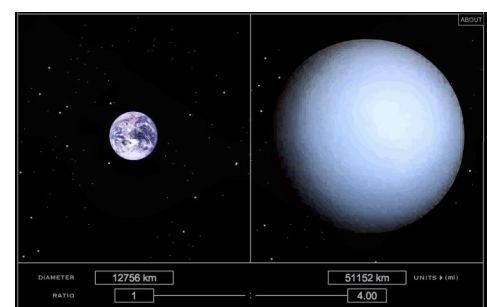
Earth—Jupiter



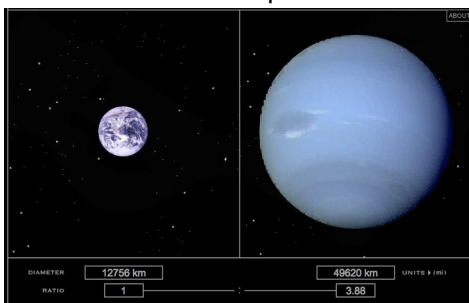
Earth—Saturn



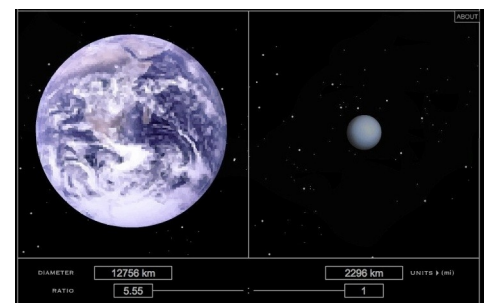
Earth—Uranus



Earth—Neptune



Earth—Pluto



# 1.2 What is Russia?

Getting to know a new country



## GOAL

Familiarizing students with this Eurasian country and some of its customs and cultural traditions.

ALL STUDENTS

## INTRODUCE THE COUNTRY

This is the first day of a series of explorations of other countries. Begin with flashcards (photos on front, definitions on back). Sitting as a group, look at the images, discuss the definitions, and compare “there” to “here”.

Propose the questions:

**What do you know about Russia?**

**Have you ever heard anything about the country?** (the weather, the people, clothes, buildings)

PRIMARIA STUDENTS

## MATRYOSHKA DOLLS

The art project for the day is Matryoshka Dolls made from paper Mache. You will build 3 small models of Matryoshka dolls out of the balloons and masking tape. Using various sized balloons you can create dolls that will fit inside each other. (With the pre-adolescent kids it would be best to do egg shaped dolls so it doesn't get too complicated and frustrating for them.)



### Papier Mâché Recipe:

½ cup flour  
4 cups water-divided  
3 tablespoons sugar

Bring 2 cups of water to a boil. In a bowl, combine flour with 2 cups cold water. Add this mixture to the boiling water and bring to a boil again. Remove from heat and stir in sugar. Let cool.

### Instructions:

- 1) Cut or rip thin strips of newspaper.
- 2) Dip the strips into the flour concoction until they are completely saturated.
- 3) Stick the strips onto your balloon until it is completely covered. (I recommend 3 layers at least so that the walls of the dolls are thick.)

[While the dolls dry you can begin the next art project, then return to the dolls once they are completely dry. It might mean leaving them overnight and finishing them at next weeks meeting. ]

## SUPPLIES

Flashcards  
One or two fresh eggs per child  
Small balloons  
Flour  
Water  
Sugar  
Newspaper  
Masking tape  
Tempera paint  
A couple pins  
A bowl or two for each child  
CD/tape player  
World music CD

### FOR THE CHALKBOARD

*Que es rusia?*

*Buenos días - dobroe utro*

*Buenas tardes - obryy den*

*Buenas noches- dobryy vecher*

*[see other phrases on pg X]*

### MATRYOSHKA DOLLS *continued*

- 4) Once the dolls are dry stick a pin in the doll to pop the balloon.
- 5) Now the kids will paint them like Matryoshka dolls (see images).
- 6) Once the paint is dry you will cut them in a circle around the gut. (I recommend you cutting them for the younger kids.)

**Then the kids can put the dolls inside each other and take them home!**



### SECUNDARIA STUDENTS

## FABERGE EGGS

This activity will be really fun. In small towns, be sure to have each kid save the inside of their eggs to cook with or take home – so as not to waist. (However, don't mix kids eggs as there will most likely be saliva in their whites.)

### Instructions:

- 1) Distribute one egg to each student.
- 2) Have each student poke a hole in the top and bottom of their egg. (The smaller the hole the better, but the smaller the hole the harder it will be to blow the insides out.)
- 3) Then each kid will put their lips up to one of the holes and blow. They will blow until all of the egg has left the shell. This may take a little while and be sure to use delicate hands.



- 4) Once everything they can get is out, paint the eggs with lots of bright primary colors. Another option is to paint the eggs with random colors then color over them with black crayon and scratch off the black crayon with a paper clip in intricate designs.



### TIPS!

Both of the activities for today pair stimulation of fine motor movement with creativity. Many rural and low socio-economic status communities have extremely limited opportunities to develop fine motor movement. The neurological pathway responsible for controlling fine motor movements like playing a musical instrument, writing, singing/talking, drawing, and painting is actually the same neurological pathway that receives pain messages from the body. So, when someone is doing specific work with their hands or vocal chords it can actually decrease pain reception because the nerves are distracted with the art. This is also interpreted as meditation.

### ALL STUDENTS

## HOW DO WE GO ABOVE AND BEYOND?!

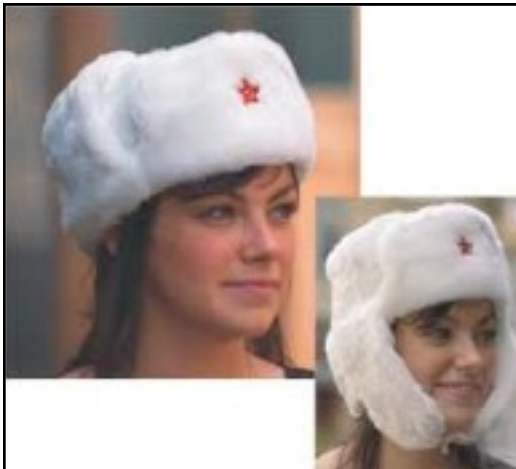
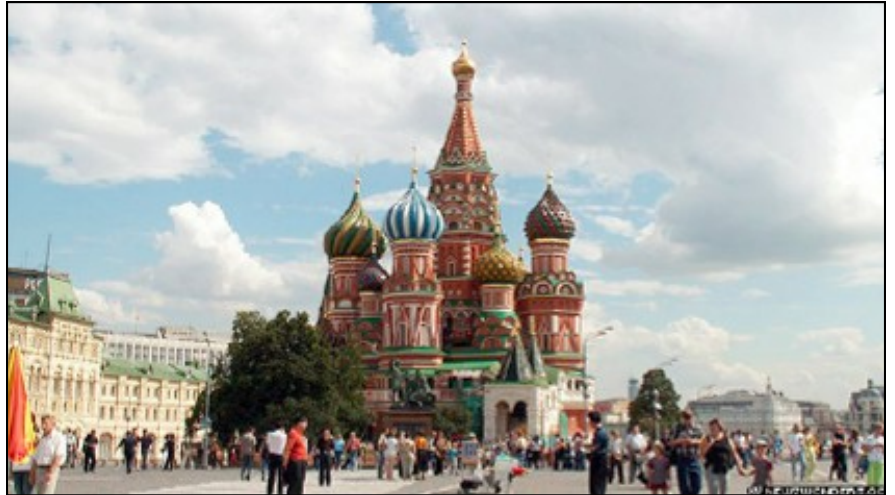
So What is Russia? What could we do to learn more about Russia?

**Let's look up Russia in one of our books.!**



## FLASHCARDS & LANGUAGE

- 1 Saint Basil's Cathedral in red square – located in the geometric center of Moscow
- 2 Ushanka – Protects against cold or impacts to the head
- 3 Sarafan – Worn by women for traditional folk dancing
- 4 Kosovortka – Originally worn by peasant men
- 5 The flag of Russia
- 6 Matryoshka Dolls



3



4



5



6



English	Russian
Good morning.	Dobroe utro.
Good afternoon.	Dobryy den'.
Good evening. (greeting)	Dobryy vecher.
Hello, my name is John.	Zdravstvuyte, menya zovut John.
What is your name?	Kak vas zovut?
How are things?	Kak vashi dela ?
Fine, thanks.	Khorosho, spasibo
How are you?	Kak vy pozhivaete ?
I am fine.	U menya vsio khorosho.
Nice to meet you.	Bylo priyatno s vami poznakomit'sya.
Goodbye.	Vsego dobrego.
See you later	Do vstrechi

# 1.3 What is Japan?

Getting to know a new country



## GOAL

Familiarizing students with this Asian country and some of its customs and cultural traditions.

ALL STUDENTS

## INTRODUCE THE COUNTRY

Begin with flashcards (photos on front, definitions on back). Sitting as a group, look at the images, discuss the definitions, and compare “there” to “here”.

Propose the questions:

**What do you know about Japan?**

**Have you ever heard anything about the country?** (the weather, the people, clothes, buildings)

## JAPANESE FANS:

The first art project for the day is constructing Japanese fans. With this project, we will practice writing in the script they just saw and picking out words they just learned to use with our Japanese fans.

### Instructions:

- 1) Begin by drawing a shape of a rainbow on the paper. Once done, cut it out carefully.
- 2) You can decorate the paper in any way you wish. You can have a soft effect with water colors or even try something sketchy with paints.
- 3) Once it dries, you can even try calligraphy and write some Japanese script.
- 4) Once done, you need to place the popsicle sticks in the basic shape of a fan. (6+ popsicle sticks per fan works well). Keep these sticks about 1 cm away from each other and glue the ends together.
- 5) Stick your decorated paper over the upper area of the fan.



### FOR THE CHALKBOARD

*Que es japon?*

*Buenos días - ohayou gozaimasu*

*Buenas tardes - konnichi wa*

*Buenas noches- ayasumi nasai*  
(include characters, see pg 9)

*#s 1-10, see pg 9*

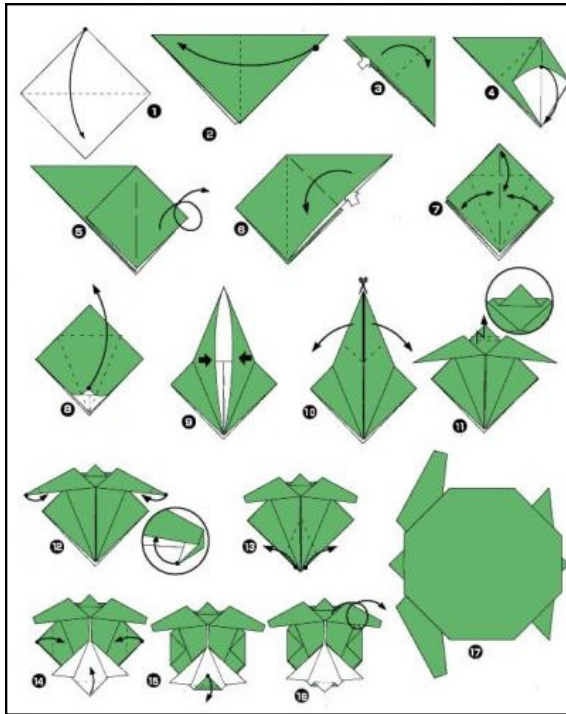
**ACTIVITY 2: ORIGAMI** — see next page



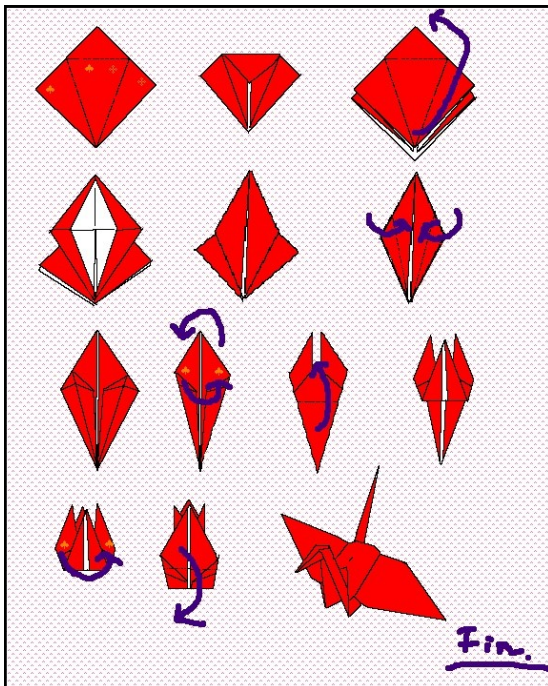
## ORIGAMI:

The second art project for the day is origami. You can use any origami book you like to teach. There are some examples below. Be *VERY* careful not to frustrate them quickly as origami is challenging. Start overly simple so they feel confident, and progress slowly.

Tortuga



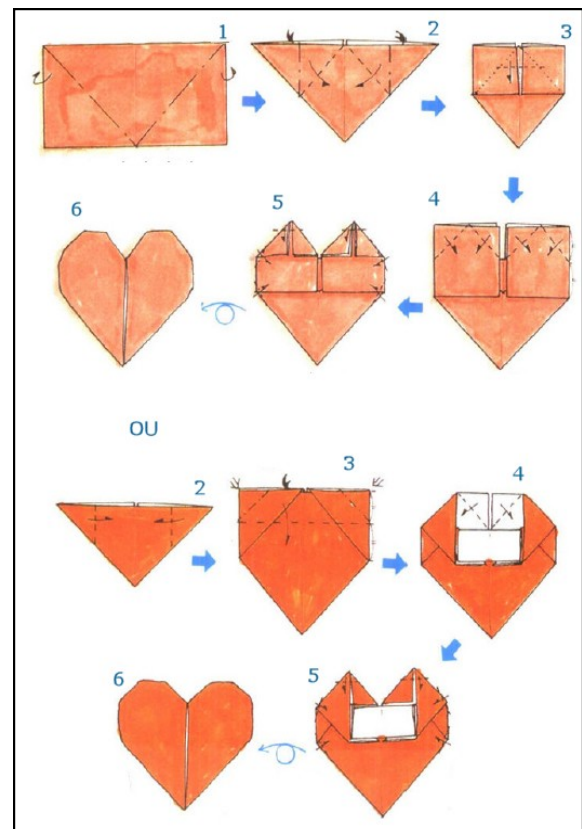
Cisne



## TIPS!

This class is meant to develop **abstract thinking**. Exploring the idea of taking something two-dimensional and turning it into something three dimensional, and even useful, is a great mental exercise.

Corazon



## HOW DO WE GO ABOVE AND BEYOND?!

So what is Japan? What could we do to learn more about Japan? **Let's look up Japan in one of our books!**

## FLASHCARDS & LANGUAGE

- 1 Sushi – Japanese food made from “neta” (raw seafood) wrapped in vinegar rice and “nori” (seaweed). Card #8 is also sushi.
- 2 Kimono – Traditional garment worn by men, women and children; literally means “thing to wear”
- 3 Samurai – Military nobility of pre-industrial Japan
- 4 Bonsai – Miniature trees used as artistic decoration; can be hundreds of years old. And card 9.
- 5 Traditional housing known as Minka, Machiya, Shoji or Fusuma – Paper walls, screens, or doors
- 6 Origami – The art of folding a flat sheet into a sculpture; comes from “ori” meaning folding
- 7 Geisha: a traditional Japanese female entertainer.

Japanese	Roman Letters	Meaning
おはよう ございます	ohayou gozaimasu	Good morning
こんにちは	konnichi wa	Good afternoon
こんばんは	konban wa	Good evening
おやすみなさい	oyasumi nasai	Goodnight
どうも ありがとう ございます	doumo arigatou gozaimasu	Thank you very much
どういたしまして	dou itashimashite	You're welcome
はじめまして	hajimemashite	Nice to meet you (in beginning)
どうぞ よろしく	douzo yoroshiku	Nice to meet you (thanks in advance)

Hiragana					Katakana				
あ	い	う	え	お	ア	イ	ウ	エ	オ
a	i	u	e	o	ア	イ	ウ	エ	オ
か	き	く	け	こ	カ	キ	ク	ケ	コ
ka	ki	ku	ke	ko	カ	キ	ク	ケ	コ
さ	し	す	せ	そ	サ	シ	ス	セ	ソ
sa	shi	su	se	so	サ	シ	ス	セ	ソ
た	ち	つ	て	と	タ	チ	ツ	テ	ト
ta	chi	tsu	te	to	タ	チ	ツ	テ	ト
な	に	ぬ	ね	の	ナ	ニ	ヌ	ネ	ノ
na	ni	nu	ne	no	ナ	ニ	ヌ	ネ	ノ
は	ひ	ふ	へ	ほ	ハ	ヒ	フ	ヘ	ホ
ha	hi	fu	he	ho	ハ	ヒ	フ	ヘ	ホ
ま	み	む	め	も	マ	ミ	ム	メ	モ
ma	mi	mu	me	mo	マ	ミ	ム	メ	モ
や		ゆ		よ	ヤ		ユ		ヨ
ya		yu		yo	ヤ		yu		yo
ら	り	る	れ	ろ	ラ	リ	ル	レ	ロ
ra	ri	ru	re	ro	ラ	リ	ル	レ	ロ
わ				を	ワ				ヲ
wa				wo	ワ				wo
ん					ン				
n					n				

Numbers		
1	ichi (ee-chee)	16 jūroku (jooo-roh-koo)
2	ni (nee)	17 jūnana (jooo-nah-nah)
3	san (sahn)	18 jūhachi (jooo-hah-chee)
4	yon (yohn)	19 jūkyū (jooo-kyooo)
5	go (goh)	20 nijū (nee-jooo)
6	roku (roh-koo)	21 nijūichi (nee-jooo-ee-chee)
7	nana (nah-nah)	22 nijūni (nee-jooo-nee)
8	hachi (hah-chee)	30 sanjū (sahn-john)
9	kyū (kyooo)	40 yonjū (yohn-jooo)
10	jū (jooo)	50 gojū (goh-jooo)
11	jūichi (jooo-ee-chee)	100 hyaku (hyah-koo)
12	jūni (jooo-nee)	500 gohyaku (goh-hyah-koo)
13	jūsan (jooo-sahn)	1,000 sen (sehn)
14	jūyon (jooo-yohn)	5,000 gosen (goh-sehn)
15	jūgo (jooo-goh)	10,000 ichiman (ee-chee-mahn)

1



2





3



4



5



6



7



8



9



# 1.4 What is Ghana?

Getting to know a new country



## GOAL

Familiarizing students with this African country and some of its customs and cultural traditions.

ALL STUDENTS

## INTRODUCE THE COUNTRY

Begin with flashcards (photos on front, definitions on back). Sitting as a group, look at the images, discuss the definitions, and compare “there” to “here”.

Propose the questions:

**What do you know about Ghana?**

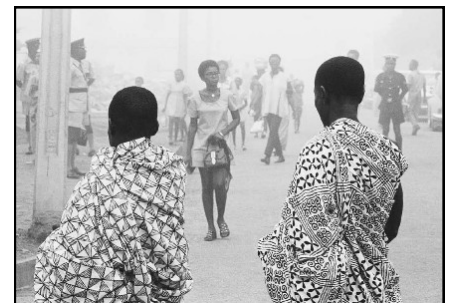
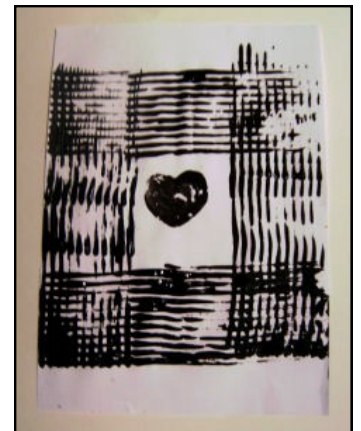
**Have you ever heard anything about the country?** (the weather, the people, clothes, buildings)

## MAKING ADINKRA:

Adinkra is a type of cloth worn in Western Africa. It is a printed grid pattern made up of combed grid lines and a small shape printed in the center square.

### Instructions:

- 1) To make the grid, dip the comb deep in the paint so that most of the length of the teeth are covered.
- 2) Drag the comb along the paper, turning the comb over and adding more paint when needed until you have drawn a grid pattern.
- 3) Cut the potato in half and cut out the design from one side.  
[For the PRIMARIA youth, you will need to cut the potatoes in half beforehand.]
- 4) Dip your potato in the paint and stamp the design in the center of your grid.



## HOW DO WE GO ABOVE AND BEYOND?!

So what is Ghana? What could we do to learn more about Ghana? **Let's look up Ghana in one of our books!**

## SUPPLIES

Flashcards  
Black tempura paint  
Paper or cloth squares  
Potatoes  
Wide toothed comb  
Knife

### FOR THE CHALKBOARD

*Que es africa?*

*Buenos días - Good morning*

*Buenas tardes - Good afternoon*

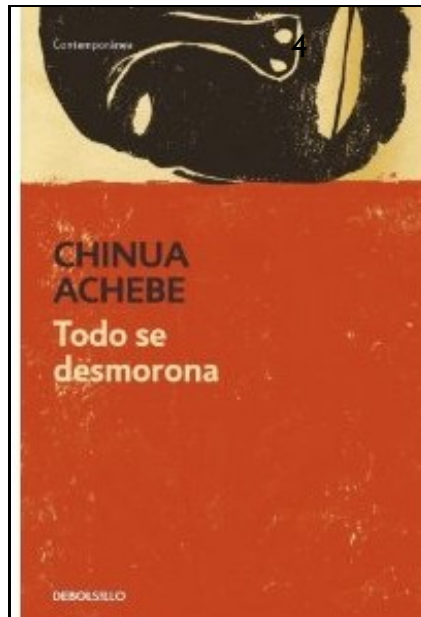
*Buenas noches - Good evening*

*#s 1-10, also in English*



## FLASHCARDS & LANGUAGE

- 1 Chinua Achebe - Well known author from Nigeria; wrote "Things Fall Apart" in 1958
- 2 "Tama" or talking drum – Mimics speech
- 3 Harp lute of West Africa
- 4 Poaching- 350 rhinos were killed in 2011
- 5 Homowo festival – Immigration and harvest celebration
- 6 African elephant – Largest living terrestrial animal
- 7 Fufu – Traditional food made from sweet potato, plantain or rice; usually placed as a ball in a nut soup
- 8 Black Stars – African soccer team
- 9 Ashanti drum – Uses peg tension
- 10 HIV/AIDS – Of the 33.3 million people in the world with aids, 22.5 million live in Africa



4



5



6





7



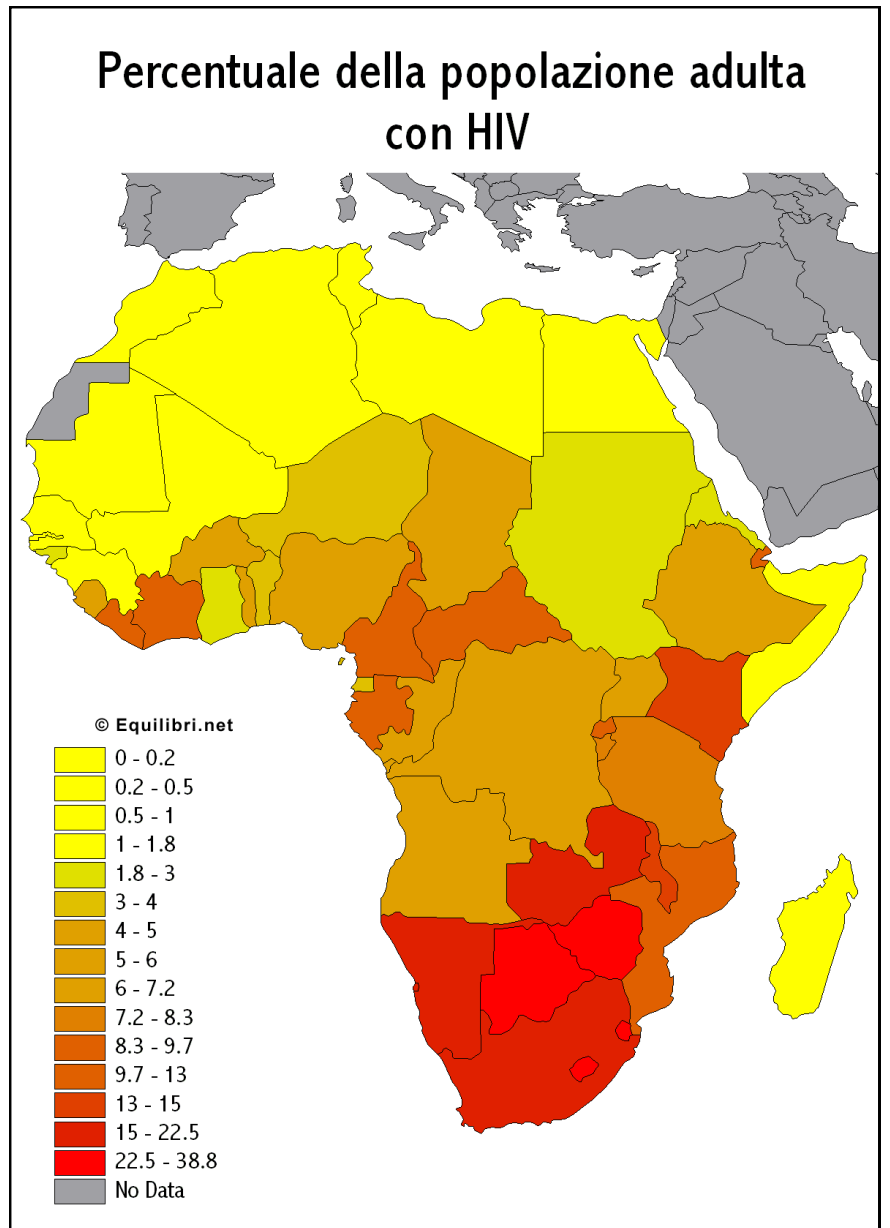
8



9



10





# 1.5 What is India?

Getting to know a new country



## GOAL

Familiarizing students with this Asian country and some of its customs and cultural traditions.

ALL STUDENTS

## INTRODUCE THE COUNTRY

Begin with flashcards (photos on front, definitions on back). Sitting as a group, look at the images, discuss the definitions, and compare “there” to “here”.

Propose the questions:

**What do you know about India?**

**Have you ever heard anything about the country?** (the weather, the people, clothes, buildings)

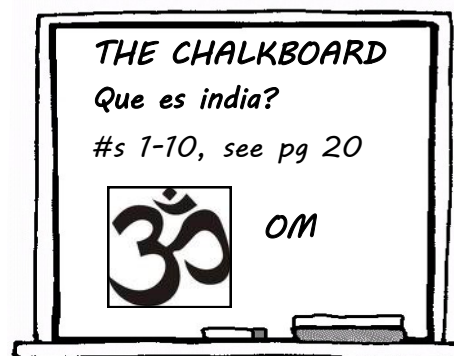
## SUPPLIES

Flashcards

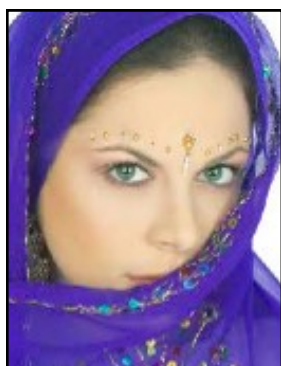
Bindis

Henna tattoo set

Vermillion powder



## BINDIS:



You discussed what a bindee was in the flashcard session, now you will make them for boys and girls using the vermillion powder for boys and vermillion powder or jewels for girls. This will take very little time.

In Hindi bindi means a small dot or particle. It is a decoration worn on the forehead. It can be just decorative or be used for a plethora of symbolic reasons.

## YOGA!

Have everyone as a group go through a 10-20 minute yoga session with you.

You can either use videos or teach it yourself.



## HENNA TATTOOS:



Instructions will be on your kit. We used washable markers to make the tattoos for the pre-adolescent youth. We used actual henna for the adolescent youth. Please keep in mind that they get hand cleanliness checked at school. OK this project with your colegio director before temporarily tattooing your youth (the kids could get reprimanded for having ‘unclean’ hands).



## HOW DO WE GO ABOVE AND BEYOND?!

So what is India? What could we do to learn more about India?

**Let's look up India in one of our books!**

## TIPS!

Today's focus should bring to light **body awareness and physical pride**. The idea of your body being special, beautiful, and to be protected is especially important for the female youth.

## FLASHCARDS & LANGUAGE

- 1 Mahatma Gandhi – Fought for the independence of India with non-violence (talk about what non violent action is)
- 2 Saree – Traditional dress; strip of unstitched cloth worn by females draped over the body
- 3 Om – Sacred or mystical symbol in Buddhism; a prayer/chant mantra meaning ‘fundamental’
- 4 Jutti – Traditional women’s shoes
- 5 Taj Majal – A castle built by an emperor as a tomb for his wife
- 6 Tunic – Another example of traditional dress
- 7 Turban – Traditional headwear for men

क	ka [kə]	ख	kha [kʰə]	ग	ga [gə]	घ	gha [gʱə]	ङ	ṅa [ŋə]
च	ca [tʃə]	छ	cha [tʃʰə]	ज	ja [dʒə]	झ	jha [dʒʱə]	ञ	ña [ɲə]
ट	ta [tə]	ठ	tha [tʰə]	ड	ḍa [d̪ə]	ढ	dha [d̪ʱə]	ण	ṇa [ɳə]
त	ta [tə]	थ	tha [tʰə]	द	da [d̪ə]	ध	dha [d̪ʱə]	न	na [nə]
प	pa [pə]	फ	pha [pʰə]	ब	ba [bə]	भ	bha [bʱə]	म	ma [mə]
य	ya [jə]	र	ra [rə]	ल	la [lə]	व	va [və]		
श	śa [ʃə]	ष	ṣa [ʃə]	स	sa [sə]				
ह	ha [ɦə]								

Additional consonants (only used in loanwords)

क्व	qa	ख	kha	ग	ga	ज	za	ड	ra	ढ	ma	फ	fa
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Common conjunct consonants

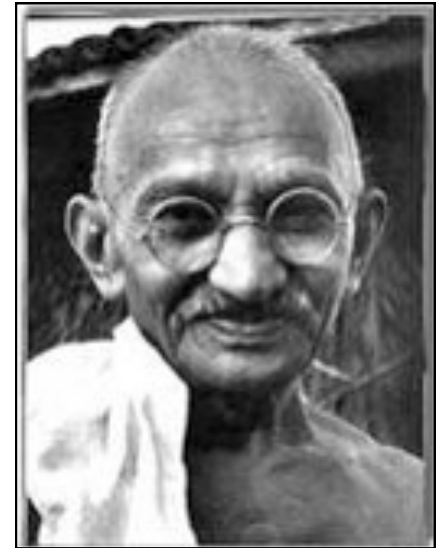
क्ष	kṣa	ज्ञ	jña	त्क	tka	त्र	tra	द्व	dva	श्र	śra	द्य	dya
द्	ḍa	त्त	tta	ड्ड	ḍḍha	द्भ	dbha	द्म	dma	ह्म	hma	ह्य	hya

Special ra forms

रु	ru	रू	rū	र्प	rpa	प्र	pra	ट्र	tra
----	----	----	----	-----	-----	-----	-----	-----	-----

अ	आ	इ	ई	उ	ऊ	ए	ऐ	ओ	औ	अं	अः	अँ	ऋ
a	ā	i	ī	u	ū	e	ai	o	au	an	aḥ	ām	ṛ
[ʌ]	[a]	[i]	[iː]	[u]	[uː]	[e]	[æː]	[o]	[ɔː]	[aŋ]	[əh]	[āː]	[r]

प	पा	पि	पी	पु	पू	पे	पै	पो	पौ	पं	पः	पाँ	पृ
pa	pā	pi	pī	pu	pū	pe	pai	po	pau	paṇ	paḥ	pām	pr



एक(ek) = one (१)  
 दो(dho) = two (२)  
 तीन(theen) = three (३)  
 चार(chaar) = four (४)  
 पाँच(paanch) = five (५)  
 छे:(cheh) = six (६)  
 सात(saath) = seven (७)  
 आठ(aath) = eight (८)  
 नौ(nau) = nine (९)  
 दस(dhas) = ten (१०)

2



3



4





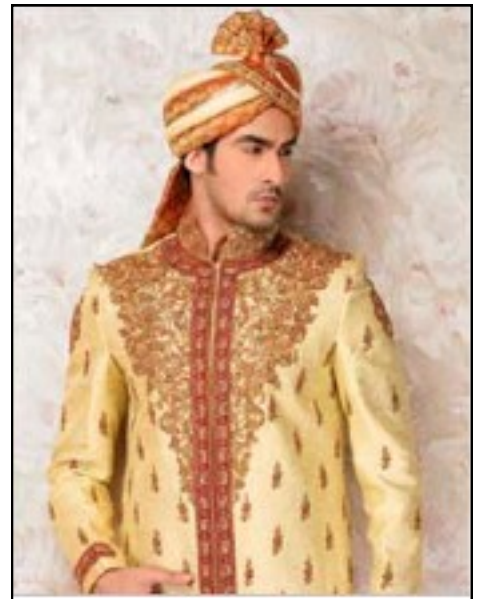
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# 1.6 What is Egypt?

Getting to know a new country



## GOAL

Familiarizing students with this African country and some of its customs and cultural traditions.

ALL STUDENTS

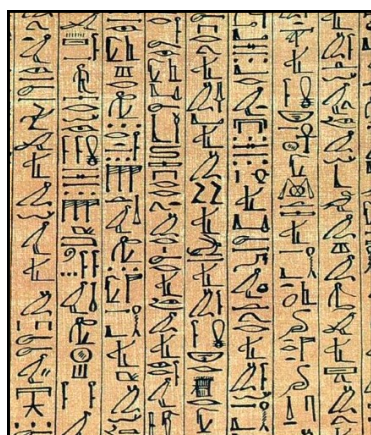
## INTRODUCE THE COUNTRY

Begin with flashcards (photos on front, definitions on back). Sitting as a group, look at the images, discuss the definitions, and compare “there” to “here”.

Propose the questions:

**What do you know about Egypt?**

**Have you ever heard anything about the country?** (the weather, the people, clothes, buildings)



PRIMARIA STUDENTS

## SAND PAPER ART

Draw an Egyptian scene on sandpaper with crayons to make it look like the side of a tomb. It would be fun for them to draw pyramids, mummies, Egyptian bodies, and/or hieroglyphics.

## SAND JARS / SAND SCENES

Sand jars are a very easy and pretty project. The kids just pour in different colors of sand

into the jars in layers using a funnel.

Sand scenes are also easy and made by drawing a part of a scene on cardboard with Elmer's glue then pouring one color sand over it. Next, draw another part of the scene with glue and pour another color sand over.

## SUPPLIES

All Students

Flashcards

Primaria Students

Sand paper

Crayons

Colored sand

Small jars

Funnels

Cardboard

White glue

Toilet paper rolls with some toilet paper

Construction paper

Scissors

Secundaria Students

Plaster bandages

Petroleum jelly

Water

Paper towels

Facial soap

Cardboard

Smocks of some sort

Head bands and/or bobby pins and/or plastic bags

Cellophane

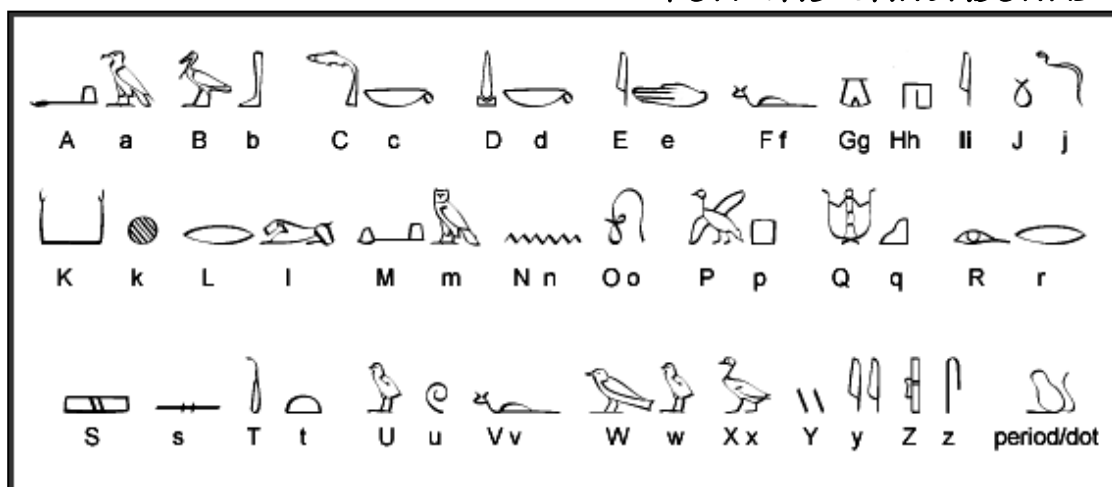
Paperclips

Tempera paint (also gold)

Hot glue gun is ideal to attach mask to headdress



## FOR THE CHALKBOARD





# MUMMY

- 1 Cut out body parts – head, arms and legs – from construction paper and allow the kids to color a face or whatever they want on these parts.
- 2 Take a piece of toilet paper about three squares long. Lay it on the table and fold or scrunch it up so that it's still three squares long but makes a skinny rope (bandage).
- 3 Glue the bandage around the toilet paper roll. Make two or three more of these bandages to cover the roll completely.
- 4 You can “age” you bandages by dipping the toilet paper into some cold tea (just the corner and the tea will wick it up the bandage). Let your dipped bandages dry before wrapping your mummy.
- 5 Glue the head, arms, and legs to the mummy.



## SECUNDARIA STUDENTS

### EGYPTIAN MASK

This activity will be done in pairs – one student will be the model, the other will be the mask-maker that will apply the plaster bandages; then they will switch roles. The goal of the foundation mask is to capture the form of the face of the person. The model (whose face it is), becomes the owner of the mask. Later, each student will paint and add a headdress to their mask.

#### PART I: The Foundation Mask

- 1 The model should put on a smock and sit with his/her head tilted back holding his hair away from his/her forehead. Have them wear a headband or cover their hair with a plastic bag securely taped.
- 2 The maker, meanwhile, gets a can two-thirds full of lukewarm water and places it on the table beside the model. They will also place a pile of plaster bandages a few inches farther away. Although these bandages should already have been cut to about one-inch by four inches each, it's good to have some scissors handy in the event that you want to make a specially shaped bandage.
- 3 The model and/or maker apply a thin coat of petroleum jelly to the skin of the model's face, being careful to cover the eyebrows and any other hair which will be covered with bandages. This will allow the mask's release from the face (keeping hairs from the grip of the plaster). \*\* No foreign material should be allowed to get in the eyes. If the eyes are irritated, get and follow medical advice.
- 4 The maker builds the mask on the model's face one bandage at a time, similar to paper-mache. Each bandage must be dipped individually into the water, rubbed slightly, placed so as to overlap previous bandages and wiped smooth and flush with the skin – following its curves and creases.



- 5 Create an even layer to cover the mask's entire area, then cover it again at least another two times. Make the areas at the temples, bridge of the nose, and all outside edges especially strong.
- 6 The eyes remain uncovered, and either the mouth or the nostrils remain uncovered, or both (I recommend both). If the model chooses to have the eyes covered a small piece of cellophane should be placed over the eye before it is covered with bandages.

**More! →**

- 7 Wait 3 minutes after placing the last bandage on the mask and then slowly work the mask off the face. The maker pries at the edges with their finger-tips, while the model wrinkles his nose and forehead underneath. Bend the mask as little as possible. If any hairs have been trapped, pull them out of the plaster rather than the head.
- 8 Once the mask has been removed, the model's task is to clean themselves up. First, wipe the face with dry paper towels. Then wash thoroughly with soap and water. Although Vaseline is used medically to protect skin it can encourage temporary blemishes if not completely removed.
- 9 The maker's role is to place the mask in the designated safe place (on top of crumpled paper) so the mask will continue to harden in the shape of the model's face.
- 10 Be sure to write the name of the model on a piece of paper and place it beneath the edge of the mask (the instructor will mark the mask with permanent marker when it is completely dried).
- 11 Then the model and the maker switch roles.

## Part II: Repairing and Decorating Their Masks

This second session will probably need to be completed another day

- 1 Get the mask with your name on it.
- 2 Clean off any Vaseline left on the inside surface of your mask with a dry piece of paper towel.
- 3 Whenever working on the front side of the mask, do so while it is sitting on a pillow made of crumpled paper rather than on the table so as not to put damaging pressure on the back edges of the mask.
- 4 If bandages have separated from each other fill the creases with Elmer's glue. Then clamp the bandages together so that they are in contact with each other as the glue hardens. This can be done with a paperclip.
- 5 Cut the edge of the mask wherever you need to. Then strengthen the edge with glue and bandages.
- 6 Add strengthening thickness to any thin or weak areas of the mask with glue and bandages. If you put new bandages on bandages which are thoroughly dry, spread a thin coat of glue on the dry bandages before you apply the new ones. Hopefully this step will not be necessary as it will cost you much time. Try to make sure each mask-maker creates a sturdy mask the first time.
- 7 Using cardboard, cut out a headdress for your mask similar to the Egyptian headdresses.
- 8 Paint it with gold and blue stripes.
- 9 Paint the face of your mask gold.
- 10 Once both are dry, use Elmer's glue and masking tape (or hot glue gun) to attach the headdress to the backside of the mask.
- 11 Let them dry and display them!

## HOW DO WE GO ABOVE AND BEYOND!

What could we do to learn more about Egypt?

**Let's look up Egypt in one of our books!**



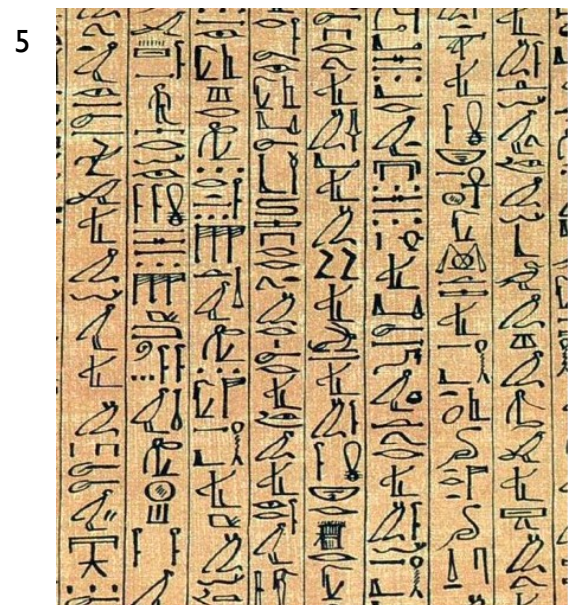
## TIPS!

Today's activities are meant to develop self-esteem. At this point in the program the pre-adolescent youth are probably getting better at creating what they imagine and will most likely be very proud of their mummies and sand art. Be sure to **display all art** in your library because their work is often unappreciated in the household (no refrigerator galleries usually). The older kids' Egyptian mask activity is highly effective in self esteem building. Not only are they making a mask of their very own face that they will have forever, but they are dressing it like a king/queen. Make sure the masks are labeled with their names accurately and obviously, and placed somewhere exceptionally safe; the youth are going to be very connected to this piece.



## FLASHCARDS

- 1 Pyramid – Tombs for pharaohs; meant to preserve the bodies with offerings for the afterlife
- 2 Sphinx – Mythical creature with the body of a lion and the head of a human
- 3 Mummy – A preserved human or animal. In Egypt the organs were removed and put in jars while the body was wrapped in cloth
- 4 Canopic jars – Used to store viscera of the owner (stomach, lungs, liver, intestines)
- 5 Hieroglyphics – Ancient writing system using characters; the word means sacred carving



## Part 2

# Explore the Community



## Introduction

The community section focuses on literacy and leadership. Low socio-economic status youth typically read at a pace below the international standard and have not been shown how to appreciate a book. In addition to promoting leadership, the ‘community’ section emphasizes work in a group – a critical skill for when they need to stand up for their community in future projects.

- ★ **Leadership project:** This section of the program would be happening while the youth are creating a list of books they would like to have in their library (200 books to start). They should get influence from their teachers, parents, and other adults in the community. Then, the PCV will work with the youth to fundraise and purchase the books they want, then physically get them to the library.

Develop the library as is best for your community. See **KEYS TO SUCCESS** for info on **women’s group**.

At the end of every class planner you will find a “**HOW DO WE GO ABOVE AND BEYOND?!**” section. This promotes going a little bit beyond what is required.

### **Week 1: *Do I Like to Read?***

This week introduces a specific book, The Little Prince, which is silly and yet incredibly symbolic. It is meant to encourage books being fun by using creative, self-exploratory, games and activities.

### **Week 2: *How Do I Find Out?***

This week promotes that everyone in the world know what an encyclopedia is and how to use it. It develops familiarity with encyclopedias in a fun way. Peace Corps has a relationship with Encyclopedia Britannica developed specifically for this program. For more information on how to get discounted encyclopedias for your community contact Valentina Texera at [vtexera@eb.com](mailto:vtexera@eb.com).

### **Week 3: *What is a Good Leader?***

This week is purely ‘dinámicas’. Through games, youth are introduced to what it feels like to be a leader and work in a group.

### **Week 4: *How do I Organize?***

Having an organized house is critical for good health and efficiency. This week promotes organization while re-introducing the importance of books.

### **Week 5: *What is the Role of a Woman? A Man?***

This is the first week that specifically looks to fight social issues in South American society. It promotes the idea of everyone being equal.

### **Week 6: *What is Alcoholism?***

This is the second week that looks to fight social issues. It explains what alcoholism is, promotes a more healthy lifestyle, and encourages leadership by showing the effect one can have on their community. This leads well into the **Self** section of the program.



## 2. | Do I Like to Read?

Exploring literature and creativity



### GOAL

To spark an interest in reading. We want to get the mind flowing with creative ideas and learn how to apply the creative to life and self-understanding.

ALL STUDENTS

### HOW TO HANDLE OUR BOOKS

This is the day you would hope to have a bunch of new books for the kids to look through. Once you finish the projects for the day, let them loose on the new books.

First and foremost, establish the habit of having everyone wash their hands before handling the books. You should all talk about how to take care of a book and how to treat it. Talk about not writing in them, not ripping pages, keeping them dry and safe.

Other points to hit when talking about taking care of books:

- Books have a lot of fun information in them, they deserve to be respected
- Books are like a friend that helps you and you help them
- They need to be kept in a safe place
- They need to be protected from things that can hurt them
- Demonstrate how to open a book and turn the pages
- Do not open books at the binding, open books at the corner of the pages
- One should have clean hands when touching the pages of the books
- Markers, pens, and crayons need to be put away when reading; there is no drawing in books. If you want to be an author, you write your own book!
- Emphasize that a book is valuable and is going to be with the family and community for a long time if we take care of them. Maybe your grandchildren can enjoy this book too because you took such good care of it!



### SUPPLIES

Hundreds of books if possible

A copy of **El Principito** for each kid

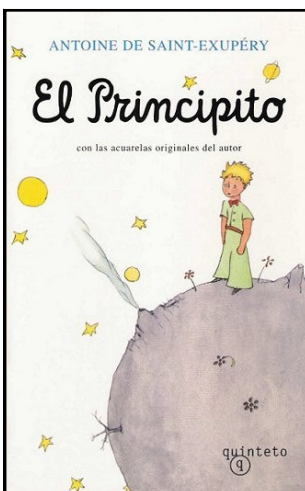
Paper bags or papelotes for book covers

(Note – it can also be a great project to spend a day decorating the book covers)

Paper to draw on

Coloring utensils

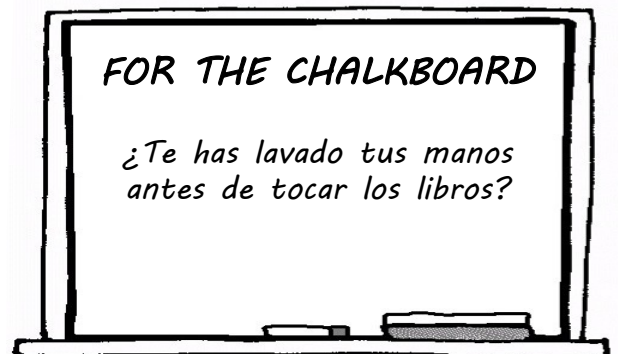
ALL STUDENTS



### The Little Prince

We will pass the book “El Principito” around the room and each student will read a page or a chapter, or if they each have a copy they will read along silently together. After each chapter is completed we will discuss what happened. Don’t be afraid to get stuck somewhere. If the kids are having a

great discussion with the reflection questions don’t push it to advance, let them discuss. If you just want to spend one day on one chapter and read the whole book together you can, and there are activities below to incorporate. However, if time is limited you can use select chapters. Break today and the next two days up however you like.



The very first thing that needs to be discussed before reading this book is **how a 6-year-old thinks**. Ask if anyone knows someone that is 6-years-old. Ask about how they act. What do you think they are thinking when they act that way?

## Chapter-by-Chapter Activities

The following activities are designed to be done over the course of several classes. However, if you would like to use The Little Prince for only one class you can use the chapter activities that are in **bold italics** (chapters 1,5,6 and 18).

**Chapter 1** Put a picture of the image on the board. Explain that children that are six years old draw to tell stories. Have them create stories for the drawing in the book. What could that image be?



**Chapter 4** Propose this question before and after reading the chapter: *What do children understand that adults do not?*

**Chapters 5-6** Propose this question before and after reading the chapter: *How does a person become wise?*

This is also a great place to discuss the progress of the growth of a seed. Then, after reading, **Pictionary!** Have kids draw words from this chapter (listed in the box on the right) and a partner has to guess what it is. Afterwards, discuss these questions: *How does everything start? Do all things start small? If I was a tree, what would the weeds be in my life? How about in yours? What do we do to make sure trees and plants grow healthfully? What do you do to make sure your tree that is your life is healthy and without weeds? What more can you do?*

El cordero  
Las flores  
El hongo  
Las espinas  
El motor  
La pregunta  
La estrella  
La noche  
Agrego  
La semilla  
Las hierbas malas  
El planeta  
Arrancarse  
Estallar

**Chapters 7-8** Propose the questions before and after reading the chapter: *What secret is revealed about the Principito in this chapter? What is a sense of urgency?*

**Chapter 9** Propose the question: *Imagine you were alone on an island, what objects would you want to possess?*

**Chapter 10** Propose the question: *What is king?*

**Chapter 17** Propose the question: *When you think of snakes, what do you think of?*

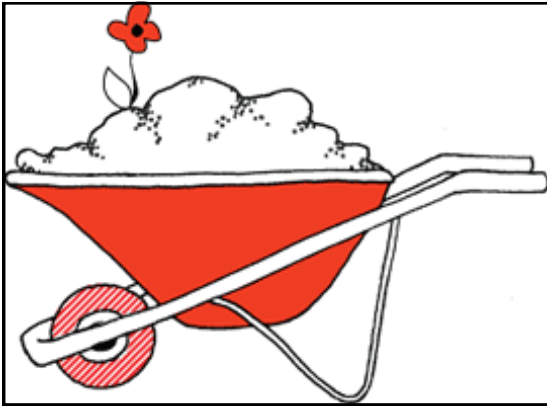
**Chapter 18 Art project:** Have the students draw a tree and put a picture of themselves in a hole in the trunk and write their name in the bark of the tree. Have them use words and or pictures to represent their various roots (countries from which their ancestors come, family members names, familial interests, a guardian, outside influences such as religion, extracurricular activities, geographical locations). Have students use the branches to depict ways in which they have grown as a result of the nurturance that they have received from those various root connections. Finally, have the students add leaves and fruit to the branches to depict how their growth influences or blesses the lives of others. Then propose the question: *How have your roots contributed to the person you are?*

**Chapter 19** Propose the questions: *What is imagination? Is repetition bad? Can you tell us about a time when you felt lonely?*

**Chapter 20** Have the students talk about connections between these chapters and the outside world – happenings in school or community, personal life, historical events, other people.



**Chapter 21 Discussion:** Describe your best friend. *What are they like? Why do you like them? Is friendship important to you? How does friendship begin? Are all friendships based on need? Why do some friendships end? What is beauty? Who is beautiful in your life?*



Discuss this quote: “Cuando sembramos la semilla de una rosa en la tierra, observamos que es pequeña, pero no la criticamos por no tener ni raíces ni tallo. La tratamos como una semilla, dándole el agua y el alimento requisito para una semilla. Al principio, cuando brota de la tierra, no la condenamos como inmadura e insuficientemente desarrollada; ni criticamos los brotes por no estar abiertos cuando aparecen. Nos asombramos del proceso que está pasando y cuidamos la planta en cada etapa de su desarrollo. La rosa es una rosa desde el tiempo que es una semilla hasta la hora cuando se muere. Dentro de ella, en todos los tiempos, contiene su potencial en total. Parece estar constantemente en el proceso de cambio; pero todavía, en cada estado, es perfectamente bien como está.”

Compare this to the idea of a caterpillar and a butterfly. *Can we always see the beauty? Is a seed beautiful? But, we know the beauty is inside.*

**Chapters 22-23** Discuss what this expression means: The grass is always greener on the other side of the fence. *Can you give an example of when you have seen this in someone in your life, or in your own life?*

**Chapters 24-25** This is a look at hidden beauty again. Ask the kids if they have seen some hidden beauty since the last time we met. Ask the question: *If you had a magic wand that would make invisible things visible, what/who would you point it at? What do you think you would see?*

**Chapters 6** Because the subject of suicide has too much potential to be extremely touchy, I chose to skip this chapter with my students.

**Chapters 27** Discuss the idea that sometimes people say one thing but there is some other meaning behind their words. Ask the questions *Why do you think people do this? Have you ever done this? Can you tell when someone else is doing this? What do you do when you can tell that someone else is doing this?*

## HOW DO WE GO ABOVE AND BEYOND!

Would anyone like to write a skit for the play of The Little Prince?  
Or would anyone like to create a new planet for the prince to visit?

## 2.2 How Do I Find Out?

An introduction to research and investigation



### GOAL

The youth learn ways to independently find the answers to questions they have. *Optional:* The youth learn how to build an argument.

### SUPPLIES

Encyclopedia set  
Paper and poster paper  
Writing utensils  
Internet (if possible)

#### FOR THE CHALKBOARD

**Enciclopedia** - obra de consulta en la que se recoge una gran cantidad de conocimientos sobre una ciencia en particular o sobre todas ellas

**Diccionario** - libro en que se encuentra todas las palabras de uno o mas idiomas o las de una material o disciplina determinada, generalmente ordenados alfabéticamente

**Tesauro** - una lista de palabras con significados similares; sinónimos, normalmente acompañada por otra lista de antónimos



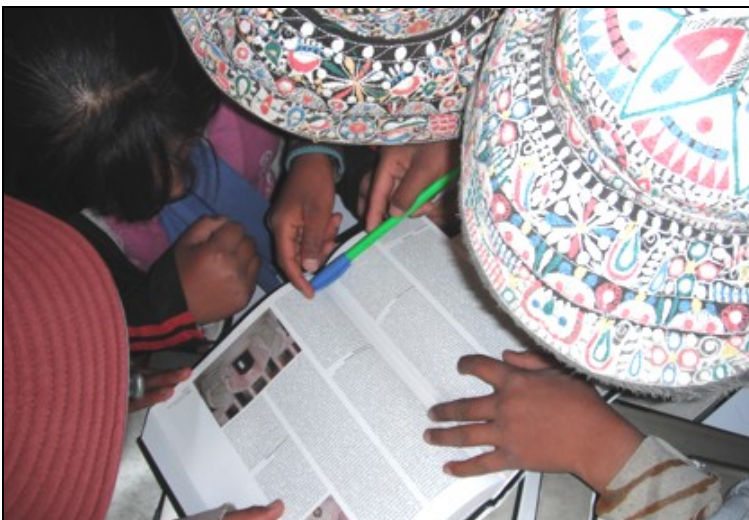
### SECONDARY STUDENTS

## SCAVENGER HUNT FOR INFORMATION

You will write a scavenger hunt of differing difficulties depending on the age group you are working with that day. Use all the books you have access to and make the questions funny! This would be a good time to remind them how to correctly turn the pages of a book.

On slips of paper write questions – one copy of each question per group. When they return with the correct answer to the question, they receive the next. The first group to answer all the questions correctly wins.

\* Note: in order to prevent mayhem, have the same questions for each group but have them handle different ones at once.



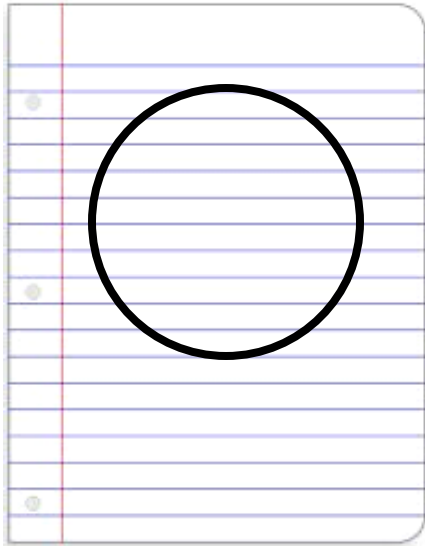
Question #1

**How many bones are  
in the human body?**



## FIND THE CIRCLE

With the younger kids, first show them how an encyclopedia works and have them look a few things up together. Afterwards, give each child a piece of paper and have them draw a **LARGE** circle on it. Then tell them to find the circle in one of the books, and **draw what it is** (an egg, an eye, the body part of a centipede, the wheel of a car, etc). Often, students will try and trace the image or draw it microscopically small; encourage them to think big and fill the page. Depending on the age of the students, you can chose to have them write three facts about the subject that they chose to draw.



## HOW DO WE GO ABOVE AND BEYOND!

### HOW TO BUILD AN ARGUMENT

For extra credit, help your youth to develop an outline for an argument. Start by giving them a question to answer and a copy of the blank template for developing an argument (see appendix p X). Use the outline to help them develop their thoughts step by step. Perhaps: "Whoever writes a research paper on the topic we outlined today gets 5 stickers when they complete it."

Here you may want to teach the secondary school kids how to use the index card method to take notes and organize information. Please visit <http://www.teachkidshow.com/teach-your-child-how-to-research-information/> for invaluable information on how to teach research methods!

### INFORMATION SCRAMBLE!

Give them a question and have them race to gather as much information as possible. They have a time limit and whichever person or group collects and presents the most information wins.



## 2.3 What Is A Good Leader?

Experimenting with leadership and teamwork.



### GOAL

Each VALE youth will practice being a leader and working in a group. Today we are also strengthening confidence with being in front of a group.

### SUPPLIES

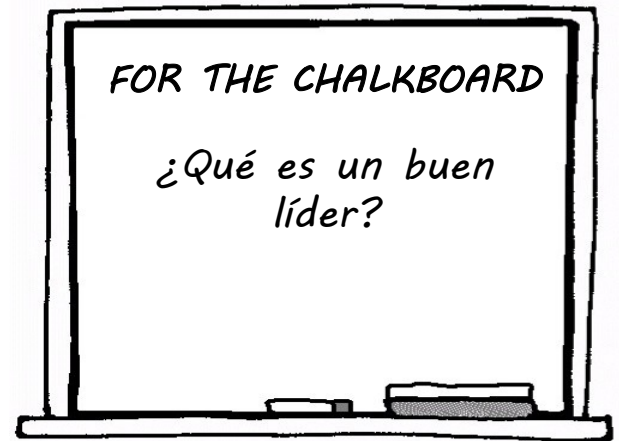
None!

ALL STUDENTS

### INTRODUCE THE TOPIC

Today we will practice being leaders using group activities and dinámicas. In order for the youth to really identify these activities with the idea of leadership, it is important to first talk about **what leadership is** and then emphasize the idea throughout each activity. Start by proposing these questions:

What is a leader? Who are the leaders in this community? Who are the leaders in the classroom? The household? The country? What makes a leader a *good* leader? Have you ever worked in a group in the past and been frustrated? Why? How did you fix it? How could you have fixed it?



**Periodically have a seat and reflect on how it felt to be in different roles throughout the activities.**

### HUMAN KNOT

Everyone stands in a circle. They put out their right hand and link with someone else's right hand on the opposite side of the circle. Then they do the same with the left so that everyone's hands are connected. Now they need to try to unknot and form a circle where no arms are crossed and never releasing their hands. They *cannot* link hands with someone next to them on either side or it will not work. They also *cannot* link both hands with the same person or it will not work. Be careful, with a jumble of limbs in a circle it's easy to do these on accident. No one can talk except one person as they direct everyone to untie their hands from the knot.



### JEFE

Everyone sits or stands in a circle. One person is selected to leave the group and close their eyes and plug their ears. They will be the guesser. Together, the group silently selects another person within the circle to be the leader. This person will begin to make motions or movements with their body (rubbing their belly, jumping) and changing their motions every few seconds. The guesser will return and have three attempts to guess who the leader is. The group follows along with the leader as they change motions

and the goal is to make it difficult for the guesser to figure it out. Note: Changing motions every few seconds is key and you might have to offer suggestions for different actions so they don't always do the same thing.

## CHARADES

A charade is a dramatic presentation of a word, a title, a well-known phrase, a place, etc that one person acts out silently while his/her team try and guess what the word is. Divide players into two teams. You can either write the words out beforehand or have the teams create them as you go (team A chooses a word for team B and vice versa). Have teams compete one-at-a-time and if or when the team figures out the phrase, the other team accepts a word from them and takes their turn. You can play for points or speed. A “dramatic presentation” in silence may not be easy for them to grasp, so help them out with outrageous and funny examples of your own. A variety of topics can be used – basic nouns, places in town, actions, sports, you name it.



**Reflect on how it felt to be in different roles** (leader, performer, guesser, competitor, etc).

### SECONDARY STUDENTS

#### WHAT IS THE WHAT?

All players sit in a large circle. The leader hands the item to the player to the right and says, “This is a bop.” Any name may be made up for the ‘bop’. The player responds, “a what?” The leader hands it back to the player saying, “a bop”. The item is now passed to the next player and they say, “Oh, a bop.” They then turn to the next person in the circle and repeat, “This is a bop”; “a what?” They turn to the leader, “a what?”; “A bop”; “Oh, a bop”. This process is repeated and each time it strings back to the leader for the answer. This can become trickier if another item is started in the opposite direction with a different name.

### ALL STUDENTS, CONTINUED

## TRUST ACTIVITIES

Next we will do some activities that focus on collaboration and team-building.

#### TRUST FALLS

Break the kids into pairs. Have one person turn their back to the other, cross their arms over their chest, close their eyes, and fall. The partner will always catch them.



#### MIRROR ACTIVITY

With pairs of two you can do a mirror activity where they sit face to face and one person has to copy all of the movements of another person. You can include a third person who will try and guess who the leader in the activity is; this requires the person who is the leader to move very slowly.

#### ARM SURF

Another trust activity is to get the whole group together and make a U shape with all of their arms towards the center. Then one selected person jumps, face first with arms like superman or crossed in front of their chest, into the group and the group catches them.



ALL STUDENTS

## RELAY RACES

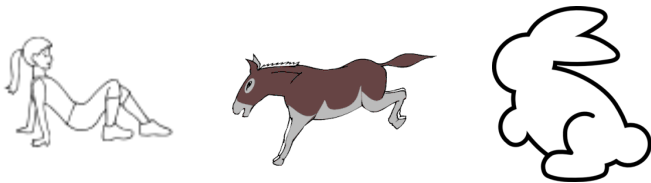
Next we're going to get a little physical with some field-game activities.

Break into groups and go outside. Set up a "track" (an open space) for students to run from one side to the other and back in different manners.

PRIMARY STUDENTS

### ANIMAL MOVEMENTS

- Crab walk
- Rabbit
- Donkey kick
- Duck waddle



SECONDARY STUDENTS

### TRICKIER RELAY RACES

- Running
- Running backwards
- Hop on one foot
- Three legged human
- Wheel barrel



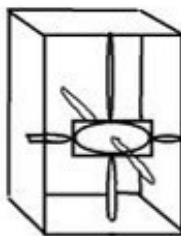
ALL STUDENTS

## EGG DROP COMPETITION

To wrap up the week of leadership, we are going to focus on *creativity* and *problem-solving*—two important areas that are often overlooked in the communities where we work.



Using tape, popsicle sticks, and newspaper (or some other recyclable paper) the youth have to construct a contraption that will prevent an egg from breaking when dropped from the height of one story (a second-story balcony, stairway, roof, etc). Give the groups a time-limit and tell them that the only rule is that you need to be able to place in/remove the egg from the contraption.





## 2.4 How Do I Organize?

Cleaning up and building shelves.



### GOAL

To demonstrate to VALE youth the importance of things having a place and to build a structure to protect their very important books. Also, to familiarize those who seldom have the chance – generally the females – with woodworking.

#### ALL STUDENTS

### CASE STUDY OF A SPACE

Propose the questions:

***What does it mean to be organized?***

***How do you organize your room? Your kitchen?***

***Why is organization important?***

Present pictures of a kitchen (preferably one of their kitchens or one very similar) that is *not* well organized and could make them sick (perhaps your host family's kitchen). Ask the students, **“how could we organize this kitchen?”** Discuss different ideas regarding cleanliness and good hygiene. Then, if possible, organize a kitchen and document your work. This can be done with your host family or another in your community. Finally, use the pictures and discuss with the students the changes that were made and why they are important.

Then, you could do the same with a bedroom including books if possible.

### SUPPLIES

Shelf Supplies for Secundaria Students

4-5 pieces of wood per kid

Plywood for back of single shelf

Nails

Hammer

Wood paint and/or stain

(\*bookshelf supplies will depend on the design you choose)

Primaria Students

Fruit crates

Tempura paint

Scrubs to put over and protect their clothes



### BUILDING A BOOKSHELF

Today we are going to create a safe place for books in the house. Perhaps this work can be done in the local wood shop or with the help of a local carpenter.



#### PRIMARY STUDENTS

### Repurposing A Fruit Crate

Instead of building a bookshelf from scratch (as you can do with the secundaria kids), with the younger students you'll be painting a fruit crate from the market.

1. Talk to your local fruit or veggie vendor about buying some of her wooden crates (one for each student); pick out the nicest ones (least amount of stray nails and warped wood).
2. Set up shop: lay out sheets, go outside if possible, prepare to get messy.
3. As a group, sand crates to a nice smooth finish.
4. Paint your crates! (Here it is important you have the help of a teacher, VALE committee members or leaders from your secundaria classes).

## Building a Bookshelf From Scratch

Today we will be building little shelves to put books in at home. Here you can substitute other bookshelf designs if you would like. **Explore the internet or local designs.** However, keep the following in mind:

- Talk with the local craftsmen and get their opinion.  
\*I asked the “shop teacher” to teach this class as I oversaw
- Designs need to be simple and easy for a beginner to replicate. The simpler the better.
- Make sure that their Ministerio de Educación books and school notebooks fit on these shelves as well.

## SIMPLE BOOKCASE INSTRUCTIONS

1. Cut all 2x6 pieces to the correct lengths. The two 2x6x20 pieces will be the shelves; the two 2x6x24 pieces will be the top and bottom of the small bookcase; and the two 2x6x44 pieces will be the sides.
2. Lay the first 2x6x24 plank on a flat surface. Stand each 2x6x44 plank vertically on top of the bottom plank so the edges are lined up at the front, back and side of the 2x6x24. Place the other 2x6x24 plank on top of the 2x6x44 planks to create a rectangle. Verify the edges are even on all sides of the top.
3. Hammer three nails vertically through the top of the bookcase into the left 2x6x44 plank. Repeat on the right side. Carefully turn the bookcase over and replace the unattached 2x6x24 horizontally on top of the 2x6x44 sides. Make sure all sides are even. Hammer three more nails vertically down through the 2x6x24 and into the right side 2x6x44. Repeat on the left side. This is the outside frame of the bookcase.
4. Measure down 14 inches from the top of the bookcase on the front of the left side. Make a horizontal line across the front side of the bookcase. Repeat the measurement on the right side and make a mark. This is where the top shelf will be placed. Insert the first 2x6x20 plank so the bottom edge is even with the two horizontal pencil marks. Lay the level on the shelf to ensure it is straight. Hammer three nails from the right side of the bookcase into the center of the 2x6x20 shelf plank. Recheck the shelf with the level and hammer three nails in from the left side of the bookcase.
5. Measure 14 inches down from the bottom of the top shelf along the right side and mark along the front side of the bookcase with the pencil. Repeat the measurement on the left side. This is where the second shelf will be placed. Insert the second 2x6x20 plank with the bottom even with the pencil marks. Repeat the process of leveling and hammering nails in from each side to secure the shelf in place.
6. Lay the bookcase down on a flat surface so the shelves are vertical. Place the 24x44 sheet of plywood flat on the bookcase so all sides are even with the outside edges of the bookcase. Hammer nails down through the plywood into the outside planks of the bookcase. Hammer three nails through the plywood into each shelf of the bookcase. Stand the bookcase back up.
7. Sand all edges and sides of the bookcase. Finish as desired with paint or stain. Allow the finish to dry before using the bookcase.

### Supplies:

- 2 wood planks 2x6x20 inches
- 2 wood planks 2x6x24 inches
- 2 wood planks 2x6x44 inches
- Saw
- Hammer
- Nails
- Measuring tape
- Pencil
- Small Level
- Plywood sheet 24x44 inches
- Sandpaper
- Paint or stain



## **HOW DO WE GO ABOVE AND BEYOND!**

How could we have built this shelving better? What other things could we build to help organize other parts of the house? Why do we need to organize those other parts of the house?

## 2.5 What is the role of a woman? A man?

Activities for discussing discrimination and gender roles.



### GOAL

For youth to recognize that anyone can do anything. No matter what our personal beliefs are, we treat all types of people with respect. Also, to recognize that the world is much more interesting and vibrant because we are all different.

#### ALL STUDENTS

### STARTING THE CONVERSATION

Today, let's not show the question of the day (*What is the role of a man/woman?*) right off because first we are going to talk about discrimination in general with a game.

**Remember, this is a VERY sensitive topic and you could upset some parents; so step lightly and speak vaguely.**

Propose the questions:

What is discrimination? When have you witnessed discrimination? Have you ever been discriminated against? What is a generalization? What are gender roles? Do people ever do things that don't fit their generality or role?

Together, look up discrimination in the dictionary or encyclopedia and write the definition on the board.

#### GAMES

### DON'T EAT THE CANDY

Split the participants into two groups at random. Set a plate of jelly beans on the table.

Group 1 is told that the jelly beans are spoiled and they must get the kids in Group 2 to understand that they should not eat the jelly beans without using words.

Group 2 is told to eat the jellybeans no matter what Group 1 does.

Afterwards, the students discuss what it's like when you and another person cannot understand each other. The goal is to open up a discussion about how it would feel to move to a foreign country and what obstacles you would have to overcome. Teachers can also lead discussion about the role language plays in everyday life, influencing our behavior and choices.

### COLOR GROUPS

The Color Groups Game teaches kids how discrimination feels based on circumstances that are out of their control. Divided into three random groups, each group is assigned a color on which treatment is based: one gets royal treatment, one gets treated the same as always and one is ostracized.

### SUPPLIES

Paper plates  
Paper napkins  
Something to decorate (markers, glue, glitter)  
Jelly beans or similar candy  
The book *The Giving Tree* by Shel Silverstein (*El Árbol Generoso*) and a homemade version with the gender's switched  
Magazines  
Scissors  
Glue  
Paper  
Slips of paper with jobs written on them

#### FOR THE CHALKBOARD

*Discriminación - ser ordenado, el acto de separar o formar grupos de personas a partir de criterios determinados.*

*Entre seres humanos podemos discriminarlos entre: Edad, Color de piel, Nivel de estudios, Nivel social, Conocimientos, Riqueza, Color de ojos, Nacionalidad y mas*



For example, the first group receives a special treat on their desk while the second gets an average snack and the third group has to eat at a table by themselves and clean up everyone else's snack wrappers. Afterward, the groups sit together and discuss: **Was it fair that one group got preferential treatment? Did one group deserve less? How did it make them feel when their friends got more or less than they did?**

## MASK YOUR DIFFERENCES

In this exercise, each participant receives a paper plate with eye holes and a napkin to drape over their head. The children cover their faces with the masks, put the napkin over their hair and walk around the room looking at each other silently. Afterwards, the youth decorate the masks and again walk around without speaking (or touching).

When the exercise is complete, the children discuss the difference between the two experiences, exploring what it felt like when everyone looked the same.

**Did anyone feel special or unique? Was it boring to look exactly alike?**

They can compare how it felt when they saw everyone's unique mask and how it was different from the first round. The goal of this exercise is to open up a discussion about differences in human culture: **What makes us the same?**

**What makes us different?**



### SECUNDARIA STUDENTS

## LET'S TALK GENDER

### 'The Giving Tree' - With Genders Switched

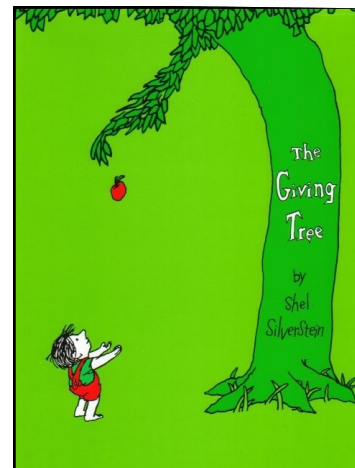
This original idea comes from Dr. Jennifer Hunt and April L. Seifert.

Get the book called *The Giving Tree* by Shel Silverstein. Then *make* (however you can) a copy of the book with the genders of the characters switched around (a man-gendered tree and a woman-gendered child). Some feelings might come up for you in that process, be sure to take note of them for use during the class.

On the day of, give one half of your class the original text of the book with the woman-gendered tree and the man-gendered child. Give the other half of your class the book with the genders of the characters switched around. Ask them to read through, and then rate the characters on a number of dimensions including:

- niceness, generosity, selfishness, nurturance, assertiveness, compliance
- how satisfied they were with their actions
- how much they took advantage of the other character
- how good of a lesson the book presents for children
- how much they think the book is appropriate for a son
- how much it is appropriate for a daughter

Then come together and have each group share their findings and discuss gender roles and the bias that can occur when people adhere to them.



Gather a bunch of magazines. Randomly pass them out to the class as they enter the room. At the beginning of class, tell them to pretend that they are coming to this planet for the first time (I know that sounds a bit weird).

***Ask them to use the magazine they are holding as a good "reference" for learning what men and women are supposed to act/be like in our culture.***



Have them jot down some notes based on what they find. Afterwards, have a discussion about the media's portrayal of gender. This is a great set-up for a number of topics—gender roles, body image, careers, personality, etc.

This last idea is about dialogue and does not require prep materials. Talk to your students about ***the behaviors that are and are not acceptable for them to do in a public restroom***. I've done this a couple of times with different classes and the behaviors that seem to evoke the greatest differences are what they do when they realize the stall they are in has no toilet paper (often, the women in the class say they would politely ask the person next to them, which is followed by disgusted and shocked looks by the men in the class who usually say they wouldn't dream of doing something like that). I've also seen some funny differences when I've asked whether they talk to other people at all, or whether they'd compliment a stranger on their

outfit. I usually follow this up with a short discussion about how this demonstration illustrates gender differences in scripts in our culture. It's a fun one to do because it requires no materials and it usually gets even the quietest and shy students to talk, or at least laugh along with the rest of the class.

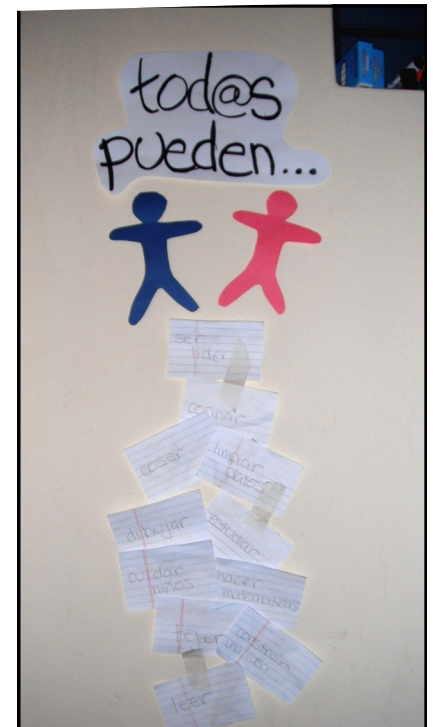
## DOLL GAME

Using two identical dolls, dress one in blue and the other in pink. Write down 12 gender-stereotypical feminine and masculine words and mix them up. Using these words, have the students assign six words to one of the dolls. You will find students will assign the words based solely on the color of the dolls' clothes. From here you can have a discussion about gender being assigned at birth by the color of the baby gowns given in hospitals. *Alternatively:* Use pictures of male and female toys together with either a picture of a baby in pink or blue.

On sheets of paper list types of jobs—they can be careers or just daily chores. Then have the students assign them to the male or female dolls (or both). After all of them have been assigned, ask:

**Are there certain jobs that only women can do? Are there certain jobs that only men can do? Why do they think so?**

Then remove all jobs from their positions along with all attributes from the previous activity and place them in the “both” category.



# HOW DO WE GO ABOVE AND BEYOND?!

## SECUNDARIA STUDENTS

Talk about the difference between gender and sex:

**Gender:** the state of being male or female (based on social/cultural differences, not biological ones).

**Sex:** the fact of belonging to a category based on one's reproductive organs.

What are some stereotypes of gender?

- “Un hombre no debe llorar.”
- “El hombre es de la calle y la mujer de la casa.”
- “Una mujer solo debe tener relaciones sexuales por amor.”
- “Los hombres deben ser bien machos.”

According to Unesco 50.6% of women in Peru do not receive an education past high school. Look up the local average number of years of education for men and women (in Madrigal, where I lived, women had an average of 6.1 years of education and men 8.5).

- How will this effect women in the workforce?
- Is this equal?
- Should we live equally?
- How can we try to live equally?

## 2.6 What is alcoholism?

Better understanding a common social issue.



### GOAL

For youth to walk away understanding the effects of alcohol on the body, how to recognize alcoholism, and have some ideas for prevention.

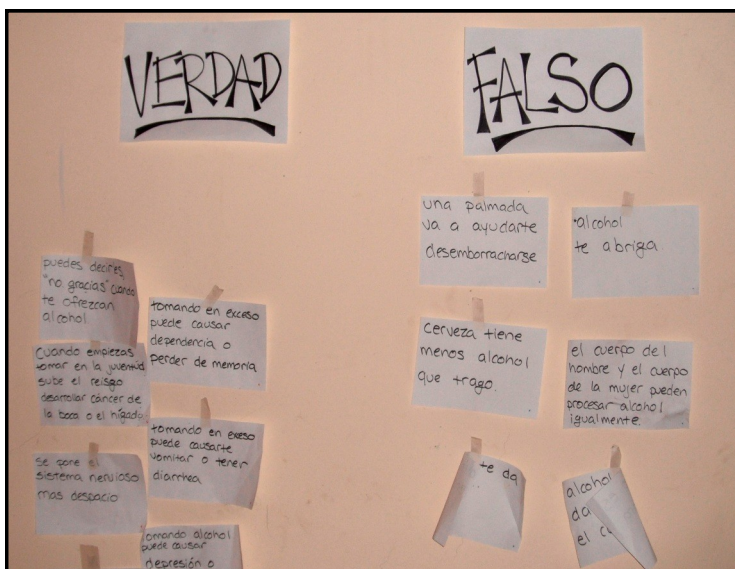
ALL STUDENTS

### TRUE OR FALSE GAME: *Myths About Alcohol*

On the board, put a small sign on one side that says TRUE and another that says FALSE. On smaller sheets of paper, write out the myths and facts of alcohol. Hand out these myths/facts to each kid and have them go up and put it under the correct category. Then go through their correct and incorrect responses together.

#### Facts

- Alcohol slows the nervous system
- You can say “no” when alcohol is offered to you.  
You do not have to drink it.
- Starting to drink when young can increase the risk of developing oral or liver cancer.
- Drinking alcohol can cause depression and violent behavior
- Drinking too much can cause dependency or memory loss
- Over drinking causes vomiting and/or diarrhea
- Drinking when you are pregnant can cause permanent problems for your unborn baby
- Drinking causes impaired sensation



### SUPPLIES

Paper  
Pencils  
Diagram of the body with the essential organs affected by alcohol



#### Myths

- Alcohol gives you energy (alcohol in large quantities is a depressant)
- Alcohol isn't harmful to the body
- Beer has less alcohol than liquor (one beer is the same as one shot or one glass of wine)
- Splashing water on my face will help me sober up (this does not change your blood alcohol level)
- Alcohol will keep you warm (alcohol thins the blood and dulls the nerves, your body temperature will drop and you won't feel it, but your body is still cold)
- Women and men will be equally effected by alcohol (women process alcohol differently and will become impaired more quickly)



## A DISCUSSION OF **FETAL ALCOHOL SYNDROME**

A baby with fetal alcohol syndrome may have the following symptoms:

- Poor growth while the baby is in the womb and after birth
- Decreased muscle tone and poor coordination
- Delayed development and significant functional problems in three or more major areas: thinking, speech, movement, or social skills (as expected for the baby's age)
- Heart defects such as ventricular septal defect (VSD) or atrial septal defect (ASD)
- Structural problems with the face, including:
  - Narrow, small eyes with large epicanthic folds
  - Small head
  - Small upper jaw
  - Smooth groove in upper lip
  - Smooth and thin upper lip

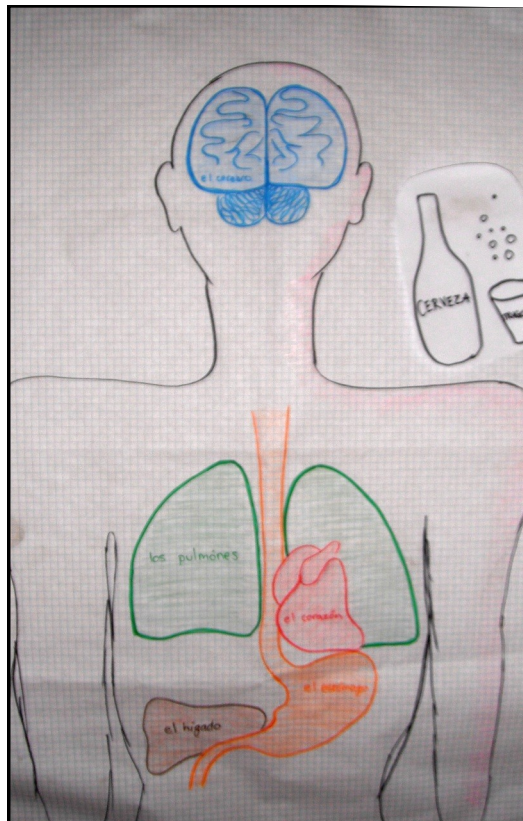


ALL STUDENTS

## AN EVENING OF DRINKING

### How Alcohol Affects the Body

*I suggest you writing the following paragraphs on one piece of paper each. Then hand them out to the youth and ask them to put the effects in order of real time, how alcohol effects the body. Once they have an order up, go through and make corrections while discussing the actual order of alcohol's effect on the body. To illustrate this, while you are talking about the brain, I had a picture of a bottle on an image of the brain, then when we moved to discuss heart I move the image of the bottle there an so on. This imagery will help them consolidate the information they are learning long term.*



**BRAIN:** From the first sip, alcohol is absorbed into the bloodstream and reaches the brain. Although you won't be aware of it, there is an impairment of brain function, which deteriorates further the more you drink. Cognitive abilities that are acquired later in life—such as conduct and behavior—are the first to go. Early on you will experience mild euphoria and loss of inhibition, as alcohol impairs regions of the brain controlling behavior and emotion. Most vulnerable are the brain cells associated with memory, attention, sleep and coordination. Sheer lack of mass means that people who weigh less become intoxicated more quickly, and women will feel the effects faster than men. This is also because their bodies have lower levels of water.

**HEART:** Your pulse quickens after just one unit. Alcohol is a vasodilator - it makes the peripheral blood vessels relax to allow more blood to flow through the skin and tissues, which results in a drop in blood pressure. In order to maintain sufficient blood flow to the organs, the heart rate increases. Your breathing rate may also speed up.

**DIGESTIVE SYSTEM:** The government advises men to drink no more than three to four units a day and women no more than two to three, so after two pints of normal-strength beer (four units) or a

large glass of red wine (3.5 units) we have already exceeded our health guidelines. The alcohol is absorbed through the stomach and small intestine and if you are not used to it, even small amounts of alcohol can irritate the stomach lining. This volume of alcohol also begins to block absorption of essential vitamins and minerals.

### **'AN EVENING OF DRINKING' CONTINUED**

**SKIN:** Alcohol increases blood flow to the skin, making you feel warm and look flushed. It also dehydrates, increasing the appearance of fine lines. According to Dr. Nicholas Perricone, a dermatologist, even five units will lead to an unhealthy appearance for days.

**LUNGS:** A small amount of alcohol speeds up the breathing rate. But at the level of intoxication, the stimulating effects of alcohol are replaced by an anesthetic effect that acts as a depressant on the central nervous system. The heart rate lowers, as does blood pressure and respiration rates, possibly to risky levels; in extreme cases the effect could be fatal. During exhalation, the lungs excrete about 5% of the alcohol you have consumed - it is this effect that forms the basis for the breathalyzer test.

**LIVER:** Alcohol is metabolized in the liver and excessive alcohol use can lead to acute and chronic liver disease. As the liver breaks down alcohol, by-products such as acetaldehyde are formed, some of which are more toxic to the body than alcohol itself. It is these that can eventually attack the liver and cause cirrhosis. A heavy night of drinking upsets both the delicate balance of enzymes in the liver and fat metabolism. Over time, this can lead to the development of fatty globules that cause the organ to swell. It is generally accepted that drinking more than seven units (men) and five units (women) a day will raise the risk of liver cirrhosis.

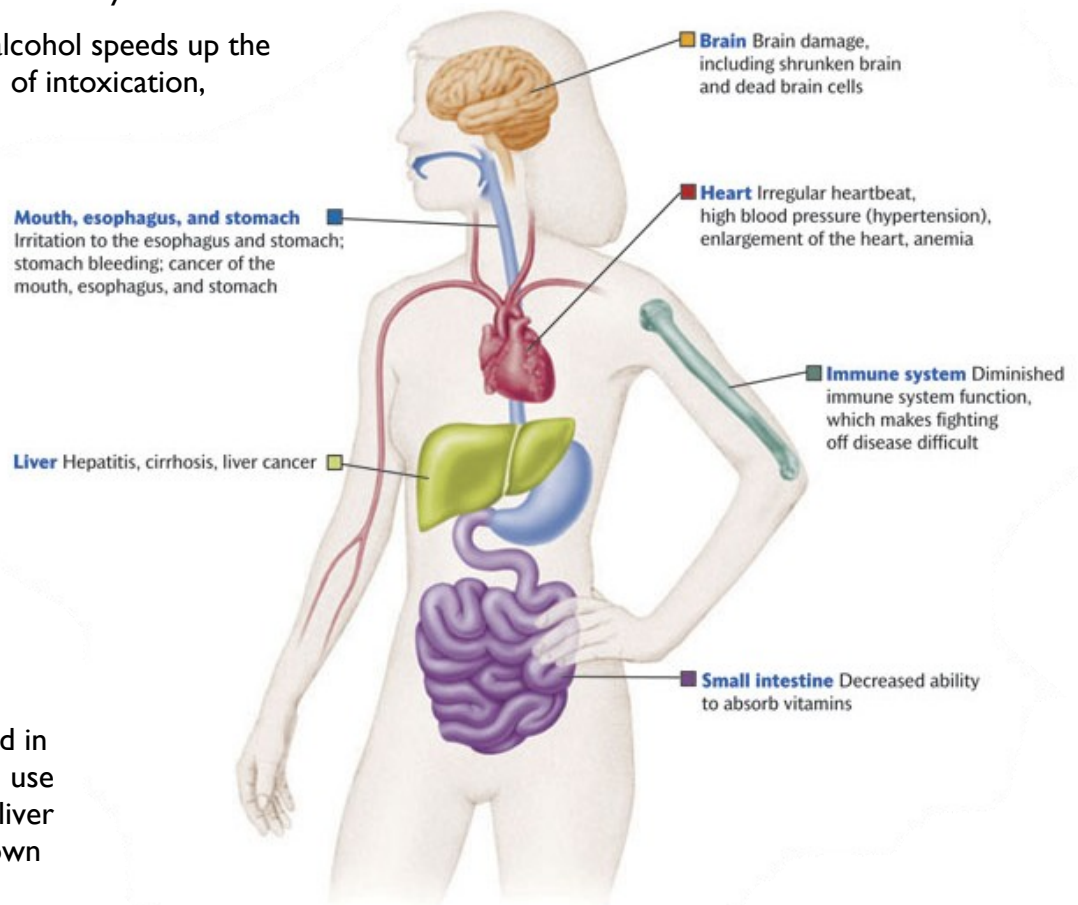
**HEART:** More than 35 units a week, or a large number in one sitting, can cause 'holiday heart syndrome'. This is atrial fibrillation - a rapid, irregular heartbeat that happens when the heart's upper chambers contract too quickly. As a result, the heartbeat is less effective at pumping blood from the heart, and blood may pool and form clots. These can travel to the brain and cause a stroke. Atrial fibrillation gives a person nearly a fivefold increased risk of stroke. The effect is temporary, provided heavy drinking is stopped.

**BLOOD:** By this stage, alcohol has been carried to all parts of the body, including the brain, where it dissolves into the water inside cells. The effect of alcohol on the body is similar to that of an anesthetic - by this stage, inhibitions are lost and feelings of aggression will surge.

### **THEN THERE IS...**

## **THE MORNING AFTER**

**BRAIN:** Alcohol dehydrates virtually every part of the body and is a neurotoxin that causes brain cells to become damaged and swell. This causes the hangover. Combined with low blood-sugar levels, this can leave you feeling awful. Cognitive abilities such as concentration, coordination and memory may be affected for several days.



### *'THE MORNING AFTER' CONTINUED*

**BRAIN:** Alcohol dehydrates virtually every part of the body and is a neurotoxin that causes brain cells to become damaged and swell. This causes the hangover. Combined with low blood-sugar levels, this can leave you feeling awful. Cognitive abilities such as concentration, coordination and memory may be affected for several days.

**DIGESTION:** Generally, it takes as many hours as the number of drinks you have consumed to burn up all the alcohol. Feelings of nausea result from dehydration, which also causes your thumping headache.

**KIDNEYS:** Alcohol promotes the making of urine in excess of the volume you have drunk and this can cause dehydration unless extra fluid is taken. Alcohol causes no damage or harm to the kidneys in the short term, but your kidneys will be working hard.

## **A YEAR LATER AFTER HEAVY DRINKING**

**REPRODUCTIVE ORGANS:** Heavy drinking causes a drop in testosterone levels in men, and causes testicular shrinkage and impotence. In females, menstrual cycles can be disrupted and fertility is affected. Studies have shown that women who drink up to five units of alcohol a week are twice as likely to conceive as those who drink 10 or more. It is thought it may affect the ability of the fertilized egg to implant.

**BRAIN:** Over time, alcohol can cause permanent damage to the connection between nerve cells. As it is a depressant, alcohol can trigger episodes of depression, anxiety and lethargy.

**HEART:** Small amounts of alcohol (no more than a unit a day) can protect the heart, but heavy drinking leads to chronic high blood pressure and other heart irregularities.

**BLOOD:** Alcohol kills the oxygen-carrying red blood cells, which can lead to anemia.

**CANCER:** Excessive alcohol consumption is linked to an increase in the risk of most cancers. Recently, Cancer Research UK warned how growing alcohol use is causing a steep rise in mouth cancer cases.

**PANCREAS:** Just a few weeks of heavy drinking can result in painful inflammation of the pancreas, known as pancreatitis. It results in a swollen abdominal area and can cause nausea and vomiting.

### *THEN DISCUSS*

## **THE GENERAL EFFECTS OF ALCOHOL ABUSE**

Alcohol interferes with a person's perception of reality and their ability to make good decisions. This can be particularly hazardous for kids and teens who have less problem-solving and decision-making experience.

### **Short-term effects of drinking include:**

- Distorted vision, hearing, and coordination
- Altered perceptions and emotions
- Impaired judgment — accidents, drowning, risky behaviors like unsafe sex and drug use
- Bad breath
- Hangovers

### **Long-term effects of drinking include:**

- Cirrhosis and cancer of the liver
- Loss of appetite
- Serious vitamin deficiencies
- Stomach ailments
- Heart and central nervous system damage
- Memory loss
- An increased risk of impotence
- High risk for overdosing





## AWARENESS THROUGH PUBLIC ART

Have the youth work together to make a poster to put in a public place (outer walls of the municipality, on store fronts, in the main plaza). You can break them into groups of 4 or less to make a poster with their ideas.

**What did they find most interesting today?**

**What did they learn that might encourage people to not over drink?**



## HOW DO WE GO ABOVE AND BEYOND?!

So let's check. What is the difference between drinking sometimes and alcoholism? Does anyone know anyone that is suffering from alcoholism? What can you do to prevent yourself from becoming an alcoholic?

## Part 3

# Explore the Self



## Introduction

The self section focuses on physical and mental health—two important components that are often lacking in the public school system.

★ **Leadership project:** This section of the program would be happening while the youth are creating either a *community newspaper* (monthly/weekly) or a *community movie night*. A community newspaper would fight chisme (gossip) and teach the youth more fully how to investigate the truth. A community movie night would create a safe place for youth to go on weekends and can show movies with moral values at their base. Both projects should generate money for the maintenance of the library and VALE Program.

At the end of some class planners you will find a “**HOW DO WE GO ABOVE AND BEYOND?!**” section. This is developed for the end of the class, once the youth have digested the information for the day it not only wets their pallet to explore a little further, but it also encourages the idea of never only doing the bare minimum of what is necessary. It promotes going a little bit beyond what is required.

### *Week 1: How does my body work?*

A brief look at the systems of the body in a fun way, designed to clarify some of the basic knowledge they already have. It will also open up doors for talking about reproductive health and/or HIV/AIDS with the adolescent youth.

### *Week 2: How do I collect my stories?*

This week works on story-telling that feeds into personal storytelling, and self reflection.

### *Week 3: What about me?*

This week is designed to develop compassion and non-critical consciousness of yourself and those around you through the use of puppets.

# 3. | How does my body work?

Getting to know the physical self



## GOAL

For each VALE youth to know the function of their organs and the difference between healthy and unhealthy skin, hair, and poop.

ALL STUDENTS

## INTRODUCE THE BODY

Propose the questions:

**Who knows how many systems there are in the body?**

**What are they called?**

**Who thinks their body isn't disgusting?**

**Are there fluids that leave your body that you think are gross?**

**What fluids?**

**What systems are those fluids working with?**

ALL STUDENTS

## THE YUCKIEST BODY ON EARTH

In this game you will link body by-products with their organ function. It is a fun way to start the day and help kids open up a little to talk about things they might not have been comfortable talking about in the past while familiarizing them with body functions. Hopefully, it will also get them excited to know more about the biology of the body which they can investigate in books.

**Break each system of the body apart to do one at a time.**

To prep for today, write the questions below and their answers on separate pieces of paper. Color code so that all questions and answers regarding a specific system are on the same color paper. Post the questions on the board under their respective system, then hand the students the pieces of paper you have written with the answers. **Their job is to work together to pair the answer they hold with the correct question posted.** Give them a time limit (about 2 minutes) to find the correct question to their answer, then have each person read out loud the correctly paired questions and answers.

## TIPS!

Often, the kids we work with are from a more conservative, religious background. Talking about parts of the body, bodily functions, and reproductive organs might be an especially difficult conversation. Be prepared for this and create a comfortable environment by being scientific yet sensitive to questions and concerns.

## SUPPLIES

Computer paper

Markers

Diagrams of each system (can be 3D or 2D, whatever you can get your hands on or make yourself)

Poop chart from Dr. Jorge (the Bristol Stool Chart)

Bucket of water

Empty shampoo bottle





# The Respiratory System - Part I

**What is snot?**

Mucus is so important that we find it all over nature. Inside of your nose it is thick and sticky and coats your skin and hair. When dust and dirt enter your nose it gets stuck in the snot, this mucus then surrounds the stuff and traps it so those bits of stuff in the air don't enter your lungs.

**Why do we sneeze?**

The snot and particles have to come out somehow! Sometimes things irritate the delicate spaces inside your nose. Without being aware of it, your brain instructs you to take a deep breath. Next thing you know, air and yucky stuff are blasting out of your nose at immense speed.

**Is coughing the same as sneezing?**

Almost, except that your mouth is open and you are getting rid of phlegm—the yucky stuff in your breathing tube. Snot is yucky and germ filled, it is good to get rid of them. But be sure to cover your mouth and wash your hands!

**When the stuff gets caught in my nose and air keeps going in, where does it go?**

Into the respiratory system.

# The Respiratory System - Part II

**Why do we need air?**

Because our bodies need oxygen to survive. The respiratory system also removes carbon dioxide from your body.

**What are the main organs of the respiratory system?**

The lungs. They are bags so that when you breathe in, you fill these sacks with fresh oxygen/rich air. In your lungs blood absorbs the oxygen and releases carbon dioxide for the whole body.

**How do we breathe?**

The special muscle called the diaphragm pulls your lungs down making them bigger and fill with air.

**What are hiccups?**

When your diaphragm muscle suddenly jerks and you find yourself sucking air into the lungs quickly.

## **TIPS!**

How the diaphragm works with the lungs can be demonstrated with an empty shampoo bottle and a bucket of water. If you squeeze the shampoo bottle and then stick it under water and let go, water will rush in. As the sides of the bottle expand, the shampoo bottle fills with water.

**Shampoo bottle = Lungs**

**Water = Air**

# The Integumentary System - Part I

## What is dandruff?

Dead cells. Thousands of dead skin cells. While your body is losing thousands every day, it is also making thousands to replace them.

## What is a pimple?

A skin pore clogged with sebum. Usually, they produce oils for the skin, but sometimes more oil comes out than is necessary and the pore becomes blocked. Sometimes, as well, tiny little bacteria get stuck in there too!

## Why do adolescents have more pimples and zits?

Because the adolescent body is going through puberty to become an adult! During this change, there are many new hormones in the body and the glands that make sebum can get confused and work overtime.

## What do I do with pimples and zits?

Keep the face clean and oil free by washing with soap. If you have a lot of acne you can go to the doctor for medication.



# The Integumentary System - Part II

**What is skin?**

Skin is a miracle garment. It holds everything inside and keeps it safe.

**What is skin made out of?**

Nerves, blood cells, hair, and glands.

**What makes skin different colors?**

A pigment called melanin. More melanin in your skin makes your skin darker, less makes it lighter. Extended time in the sun can also cause more melanin to be manufactured in your skin cells.

**What is this stuff in my ears?**

Ear wax! It is in your ear to protect it. Your outer ear catches sound waves and passes them through a canal to the ear. The wax is in the canal so that gunk like dust or insects can't get in. Never put something in the ear to clean it, only clean the outside gently so you don't damage your inner ear.

# The Digestive System - Part I

**What are burps and farts?**

They are gasses escaping from the body.

**Where do they come from?**

Burps come from the stomach, pass through the esophagus, and leave via the mouth. Farts are gases from the intestines, and leave through the anus.

**How much gas do I have in my body?**

A lot! You pass one liter of gas from your body every day!

**What is saliva?**

You have glands in your mouth whose job it is to make saliva. Saliva is 99% water with mucin to make it sticky, lysozymes to destroy bacteria, and amylase to begin breaking down food.

**How does saliva help me taste flavors?**

Your tongue has thousands of taste buds that are sensitive to chemicals when they are dissolved in your saliva. These chemicals are responsible for telling you if what you are eating tastes salty, or bitter, or sweet.

# The Digestive System - Part II

**What does food do for my body?**

Food gives you the building blocks to build your body. When you build a house, you need bricks, when you build a body you need the nutrients in food that act just like adobe bricks! It is the digestive system's job to take the nutrients from food and send them to all the body's cells. The digestive system breaks the nutrients into pieces so tiny they can enter your cells. Your intestines also pull water from your food because the body needs a lot of water every day to function.

**What is vomit?**

It is food that is half-digested with a little bit of mucus and acid from the stomach that helps digestion as well as saliva.

**Why do we vomit?**

Our digestive system is one long muscular tube. Usually these muscles help push the food down and through the tube, not up. But, sometimes you eat rotten food because it wasn't handled correctly so it has bacteria that can make you sick. You can also vomit if you eat too much or if you feel too nervous.

## **TIPS!**

Perhaps today you could do an activity with legos or some sort of building blocks to incorporate something interactive for the idea of food being the building blocks of the body. A nutrition activity or class for parents around the same time you do this class for the youth might also be a good idea.



# The Digestive System - Part III

## Why do we poop?

Everybody poops! Humans, dogs, birds, elephants (can you imagine?!), even worms! If you have to eat, then you have to poop! You need the energy from food to move and grow. But what you don't use, you have to get rid of as poop.








## What is poop made of?

Fiber and food your body isn't able to digest; water, bacteria, salt and bile from the liver.

## Why does poop smell bad?

Because little living things called bacteria are inside your intestines eating your leftovers. Your poop stinks because of indole and skatole: chemicals the bacteria make while munching. 50% of your poop is made up of bacteria!

### Bristol Stool Chart

Type 1		Separate hard lumps, like nuts (hard to pass)
Type 2		Sausage-shaped but lumpy
Type 3		Like a sausage but with cracks on its surface
Type 4		Like a sausage or snake, smooth and soft
Type 5		Soft blobs with clear-cut edges (passed easily)
Type 6		Fluffy pieces with ragged edges, a mushy stool
Type 7		Watery, no solid pieces. <b>Entirely Liquid</b>

### TIPS!

When discussing healthy poop, show Dr. Jorge's stool chart or draw a diagram yourself or with the kids.

# The Digestive System - Part IV

**How often should I poop?**

Once a day.

**What does healthy poop look like?**

Similar to images 2 or 3 in the Bristol Stool Chart. If your poop is thinner, there is a bacteria or parasite in the intestines that doesn't want your food in your body and pushes it out quickly so the intestines don't have time to take the water out that your body needs. If it is harder than images 2 or 3, it means you need more fiber in your diet from fruits and vegetables.

**What is urine?**

It is 95% water plus salt, poisons, and urea. Urea is a chemical that digests proteins for the body. Your kidneys take the urea from your blood and send it to your pee. Your bladder collects the urine until it is full, and then you feel the need to pee!

**Why is pee yellow?**

Because of bilis. Bilis is the chemical that breaks down fats. It is made in the liver.

# The Circulatory System



## What is blood?

Blood is filled with things that your body needs like food, oxygen, and other chemicals that your heart sends all over the body.

## What happens when I cut myself?

When you cut yourself, the first thing your blood brings to the site are special cells called platelets. Normally, your blood is thin and flows easily through blood vessels, but when platelets discover that there has been damage to a part of the body they start to change making them thicker, like pudding. This prevents a lot of blood from leaving the body and keeps bacteria out. Underneath the cut new skin cells are made. Never take off a scab! Let the body make new skin on its own time.

## What color is blood?

With air: blood is red  
Without air: blood is blue

Blood that has already carried oxygen and nutrients to the organs of the body returns to the heart and looks blue in our veins.



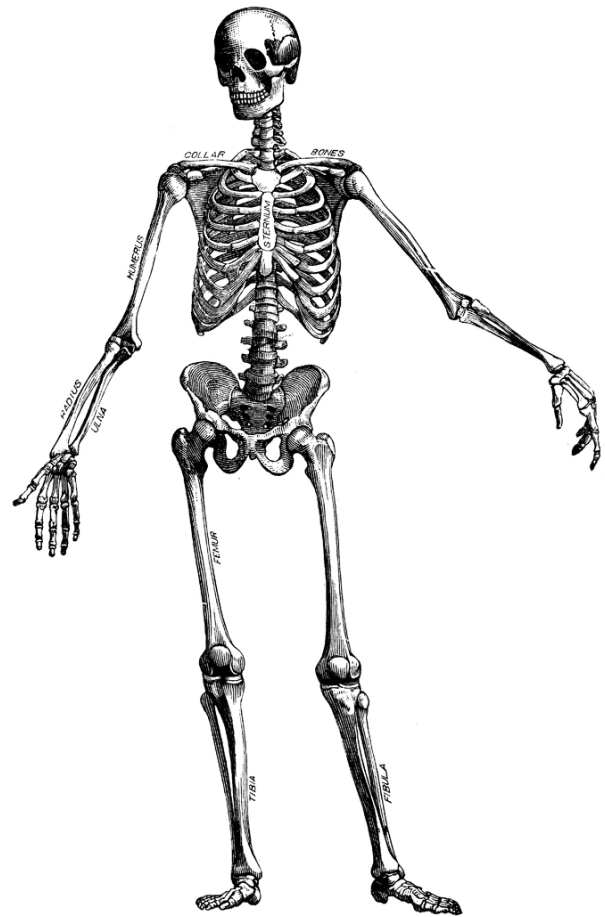
# The Skeletal System

**If bones are hard, how do they help me move?**

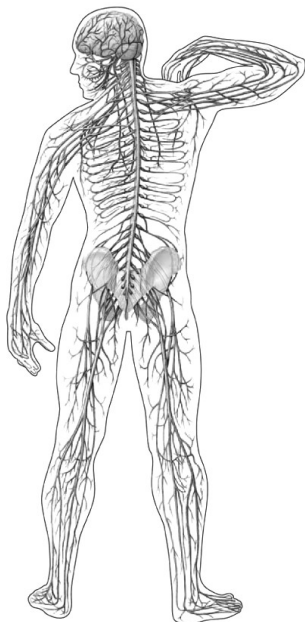
In order to provide your body with strength, you need to keep your shape, to move, to hold your weight, and to protect your organs, your bones need to be very strong. Bones are just the right size and shape and weight to assist muscles in their movement.

**What else do bones do?**

Bones also manufacture blood!  
Make sure your bones are kept healthy by keeping calcium (from milk) in your diet.



# The Nervous System

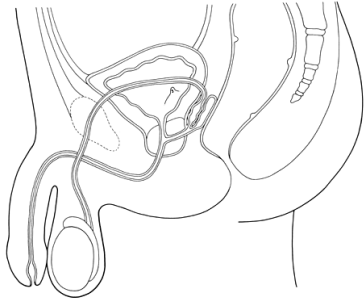


**What is a nerve?**

Threads of tissue that run throughout your body and carry messages back and forth the way that telephone wires do. The central nervous system is made of nerves, the spinal cord and the brain. They communicate with one another to control the actions of the body.

# The Reproductive Systems

## What are the reproductive organs for?



**Male reproductive organs:** The testicles produce sperm, and male hormones (principally testosterone). The epididymis stores sperm until they are mature, and two vas deferens lead sperm to the seminal vesicles. The seminal vesicles produce a liquid that protects, provides food for, and transports the sperm. The prostate expels the milky liquid that also helps with the sperm's movement and life. The urethra is where the semen and urine leave the system.



**Female reproductive organs:** The neck of the cervix is what connects the cervix with the uterus and vagina. Usually, it is closed, but during birth it widens. Each month the uterus prepares to receive a fertilized egg by filling up with blood (like a nest). If it receives no fertilized egg, it expels the blood in the form of menstruation. The back of the uterus joins with the fallopian tubes. These fallopian tubes are where the ovaries pass an egg once a month. The ovaries that store the egg also secrete sex hormones: estrogen and progesterone. The vagina is a very elastic and muscular canal that allows menstrual outflow, baby delivery, and reception of the penis during intercourse.

## HOW DO WE GO ABOVE AND BEYOND?!

### PRIMARIA STUDENTS

Have a human body drawn on the board with all of the organs represented. Then, hand out the different functions to the students. Have them line up the functions with the organ (this can be done blindfolded for fun).

### ALL STUDENTS

#### What about...?

Now we will do an anonymous question and answer session. Give the students identical scraps of paper and pencils and have them write any question about the body they want (without their name), fold it up, and put it into a basket. You will then read through the questions and answer them to the best of your ability.

Did we talk about every system of the body today? No, we did not discuss *the muscular system, the endocrine system, or the lymphatic system*. **Let's look them up in one of our books!**

## 3.2 How do I collect my stories?

Learning about the structure of story telling and the habit of having a personal diary.



### GOAL

The students practice understanding what they read, storytelling, and how to use critical thinking to illustrate a story. They will also be introduced to the idea of doing something your best the first time to prevent having to re-do it. They will also learn about the idea of a diary, and having a safe place to tell their own personal stories.

#### ALL STUDENTS

### STORY: *The Three Little Pigs*

Read the story aloud to the class and encourage the students to ask questions. Explain to them that the story does not have any pictures, so they have to listen very carefully.

### SUPPLIES

Paper

Pencils

Coloring Utensils

The diaries they made in the recycled paper activity a few weeks ago

The Three Little Pigs Story (with no pictures)



### The Three Little Pigs

Once upon a time there were three little pigs who lived with their mother. The time had come for them to leave home and build their own houses. The first pig made a house of straw quickly so that he could relax and play. The second pig made a house of sticks so that it was a little stronger than hay, but so he would still have time to relax and play. The third pig made a house of bricks. He knew it would be hard to build and take a long time, but he would have a strong house that he would never have to rebuild. His house of bricks would also keep him safe.

One day, a big bad wolf came along. He knocked on the door and said, "Little pig, little pig, let me come in."

"Not by the hair on my chinny chin chin, I will not let you in!" said the first little pig.

"Then I will huff and I'll puff and I'll blow your house in!"

So he did! And the house of straw came crashing down and the first little pig escaped and ran to the second little pig's house.

Next, the wolf came to the second little pig's house. He knocked on the door and said, "Little pig, little pig, let me come in."

"Not by the hair on my chinny chin chin, I will not let you in" replied the second little pig.

"Then I will huff, and I'll puff, and I'll blow your house in!"

So he did! And the house of sticks came crashing down and the first and second little pig escaped and ran to the third little pig's house.

Then, the wolf came to the third little pig's house. He knocked on the door and said, "Little pig, little pig, let me come in."

"Not by the hair on my chinny chin chin, I will not let you in!" said the third little pig.

"Then I will huff, and I'll puff, and I'll blow your house in!"

So he huffed and he puffed but the house of bricks did not fall down!



### TIPS!

This class is about mental organization. Organizing in your head the past, present and future. When one knows how to organize a story they can more accurately reflect and plan in daily life. (Not to mention, it helps develop the art of story-telling, and who doesn't like listening to a good story-teller?!)



### **'THE THREE LITTLE PIGS' CONTINUED**

Soon, the wolf was on the roof calling down the chimney.

"I'm coming down to eat you little pigs!"

And he came down the chimney. Splash! Right into the big pot of boiling water the third little pig had ready for his supper.

The wolf ran away in a hurry and the little pigs lived happily ever after together in the house of bricks.

Propose the questions:

**What happened at the beginning of the story? Which house did the wolf go to first?**

**What happened next in the story? What happened to the wolf in the end?**

ALL STUDENTS

### **STORY GRID**

Give the students copies of the story grid (next page) and ask them to draw pictures of the events in the order they happened in the story. First go over the story with them and have them discuss the sequence of events out loud.



### **JOURNALS**

For the second activity we will get out our journals that we made of recycled paper a few weeks ago. On the first page, write about your day today.

**What did you do? How do you feel about your day? Why?**

Then on the next page, draw a script for your day like the one for the three little pigs.

### **HOW DO WE GO ABOVE AND BEYOND!?**

Think about: Why do we write in diaries? Diaries can also be used to make lists—things we don't want to forget, like dates, or things that we need to do or pick up.

**Do you know anyone that has a diary or makes lists?**

# The Three Little Pigs Storyboard

The Three Little Pigs	The House of Straw	The House of Sticks
The House of Bricks	The wolf blowing	The wolf gets burned

# 3.3 What about me?

Self esteem and reflection on relationships.



## GOAL

For each youth to become more aware of their own potential for mindfulness and compassion—both personally and with the members of their community. This includes moment by moment nonjudgmental awareness, attention of one's body, emotions, and one's environment. Today, we will also be developing creativity, self identity, and self esteem through story telling.

ALL STUDENTS

## BUILDING A TOWN OF PUPPETS

Have the youth bring in recycled materials to make puppets for their imaginary town.

For the **SECONDARY SCHOOL** students, these can be intricate papier-mâché puppets or marionettes. For the **PRIMARY SCHOOL** students, these can be a simple stick or sock puppet design.

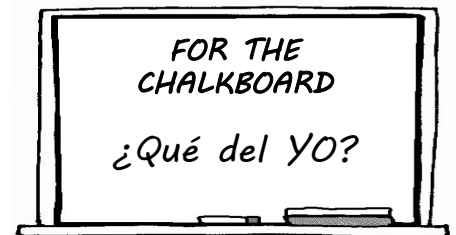
Have each student be responsible for one important member of their community, for example:

Child	Aunt	Grandma
Brother	Uncle	Grandpa
Sister	Police Officer	Teacher
Mother	Nurse	Friend
Father	Mayor	



## SUPPLIES

Any and all recycled materials  
(plastic bottles, cardboard)  
Paints  
Tape  
Glue  
Scissors



## TIPS!

Some very important points to keep in mind for today's lesson:

**Compassion:** a motivational status that is associated with the propensity to receive the suffering of others. It is very much like language—we are born with the potential to be compassionate. The best way to teach compassion is to embody it, to live it with the learner.

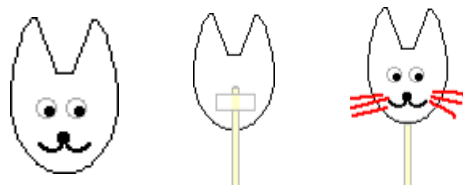
Health is not only the absence of illness, mentally and physically. Brains are plastic and capable of forever learning and molding. It is possible that we are able to teach ourselves to be happy.

Today the youth practice compassion through role play.

## MAKING PUPPETS

First and foremost, *be creative!* Use empty plastic bottles, sticks and leaves, paper, drinking straws—whatever you have at hand. Second, look online for creative ideas. Third, try it at home first and bring in examples.

### 1) Simple Stick Puppets:





## 2) Simple Marionette Puppets:



### TIPS!

With these activities, we are inviting the youth to experiment with acting in different ways and pseudo-experience the results through puppets. These are things they don't necessarily get the opportunity to do in real life, and it encourages them to think and plan before speaking or acting. We are also inviting reflection of the self and others, which can be easier to do through the medium of puppets. Invite uncomfortable conversation that the youth would not be able to discuss elsewhere.

#### ALL STUDENTS

### PUPPETRY IMPROVISATION

Put the following themes in a hat and have someone choose from the hat. Once they have the theme, they have to call up whatever players they need to act out a one minute puppet story explaining the theme (what would happen). Then, the group will decide if there was something else they could have done or included in the same theme.

#### PRIMARIA STUDENTS

- When someone doesn't share
- When someone hits you
- When someone is crying
- When someone takes your things
- When someone needs help
- When you see someone different
- When you feel sick
- When you feel sad/happy/angry/scared/etc

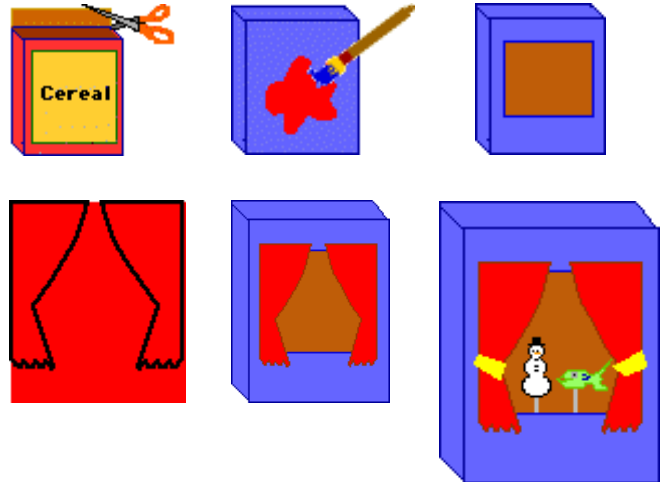
#### SECUNDARIA STUDENTS

- When someone you love gets drunk
- When you know someone is lying to you
- When you know someone stole something
- When you have a goal
- When you want to learn something
- When you don't know what to do
- When you have an idea or want to lead something
- When someone else is hurt

## HOW DO WE GO ABOVE AND BEYOND!?

Let's make a **PUPPET THEATRE!** Use paper, tables, boxes, or other recycled materials to make a stage for your puppets. It can be something large like what's pictured below, or something more simple—the size of a large box—that you place on a table for the kids to stand behind and under.

Are there more situations you can think of that we could act out? Let's do them!

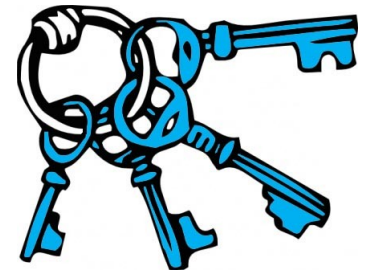


# Appendix

Keys for Ensuring VALE Success .....	69
Sample Survey: Primary School .....	73
Sample Survey: Secondary School .....	74
Sample Survey: Parents .....	76
Overall VALE Budget Proposal .....	78
Book List and Prices.....	80
Breakdown of Costs per Week (Including Items to be Renewed ) .....	84
Monitoring VALE Youth Progress .....	87
Sample Letter of Commitment for Authorities .....	89
Sample Letter of Commitment for Parents.....	90
Sample Timeline of Activities .....	91
Sample <i>Solicitud</i> (Letter or Solicitation for Authorities).....	93
Bibliography .....	95

# How to Ensure VALE Success

## SOME KEYS THAT INFLUENCED THE FIRST VALE PROGRAM'S OUTCOME



Do not jump into the program right way. Spend at least 3-6 months building trust in your community—the first 3 months doing your community diagnostic, the next 3 planting with, cleaning with, or assisting community members in any small way possible; but do not jump into big projects until you know what you want to throw your whole self into. The VALE project is a big commitment—both you and your community have to want it. Once you are ready, review these keys to success before getting started.

## Surveys

I did this through the schools. I had the teachers bring me into their classrooms at an opportune time for them and did a little explanation on *opinion* and no one having a right or wrong answer on surveys. Whatever they think, is correct. I gave them 10 minutes to fill out a survey; you can find a sample in the appendices. Then, I sent them home with a survey to have their parents fill out and bring back to class the next day along with their “compromiso” (letter of commitment).

*The most important thing to collect in your surveys are:*

- **Need:**

What are the biggest needs in your community? Do they have a high infant mortality rate so you need to talk about hand washing and diarrhea? Do they lack a clean water source so you need to talk about in-house water filters or boiling water?

- **What they want:**

We can safely say that your most successful projects will be ones *the community* wants, or at least, are molded to **THEIR** interests and availability. If they meet at the municipality at 4am before going to the fields, you will be there at 4am to present your project and get their support. If you want the kids to show up at your after school program, ask them and their parents when the kids will be available and schedule the classes for that time, not what’s convenient for you.

## The VALE Project Committee

A good way to promote women leaders in your community is to find mothers and/or teachers that have a particular interest in your project and give them an official title. The **VALE Committee** is *essential* for its success. This group of four women in my community rotates fixing lunch for each other a few days a week. There, we gossip and support one another while I give them decisions to make about the program. Where do you think we should put the program funding money? Which books are most important to have in the library? What is the best day to have the closing ceremony? Can you help me get the municipality to finish the door and lock on the library?

When this group of women starts to get a sense of power and control over the decisions made for the program, they will start to protect and promote it. This is key to sustainability. I am female, if you are a male volunteer, or you find some male teachers—or fathers that want to be involved—create your own way to make the committee successful for your community.

## Workshops for Parents and Teachers (before the program)

Before the afterschool program even starts, I highly recommend doing a small series of workshops for the teachers and then the parents, in order to gain their support. On the next page are some ideas.



## Teacher Workshops

In your initial surveys ask the teachers what they would like to learn, and incorporate what you think they should incorporate into their teaching methods. If you don't know much about a topic, ask for Peace Corps

- How to use recycled materials in the classroom
- How to use non-formal education techniques in the classroom
- How to work with abused or neglected children.
- How to motivate and/or discipline your students in a productive way.
- How to use multi-media in the classroom
- Nutrition

materials or research on your own. Here are some topics you could teach:

## Workshops for Parents (Escuela de Padres)

In your initial surveys ask the parents what they would like to learn, and incorporate what you think they should

- How to help your children study
- Family planning
- How to develop high self esteem in your children
- Nutrition and cleanliness
- How to conserve the environment
- How to manage money
- How to use computers (internet, word, excel)

incorporate into their lifestyle or parenting techniques. If you don't know much about a topic, ask for Peace Corps materials or research on your own. Here are some topics you could teach:

## Community Projects

Which project you do needs to be explored with your community, but the projects themselves are essential to give your youth a sense of leadership in their town. This also teaches them how to see a project through—beginning, middle, and end. Then they get to see the result. Pick or invent at least one for each section of the program.

- **World**  
World Map mural project
- **Community**  
Development of a library  
Development of a movie night  
Trash pick up or recycling drive
- **Self**  
Development of a local newspaper



## Letters of Commitment (“Pacts”)

When doing research on charter schools and after school programs in low socio-economic status environments, I found a common theme in the implementation of **pacts**. So, for the VALE program we used a heavy influence from the KIPP pact (Knowledge Is Power Program). The entire community needs to decide that they want this project. You will see the in appendices we have pacts to sign for the municipality members, the directors and teachers of the primary and secondary schools, parents, and the youth themselves.

In having a pact, the people involved begin to hold a sense of responsibility and control over the program which is essential for sustainability.

## **Attendance, Commitment, and VALE Buttons**

**Attendance:** This is monitored closely for two reasons:

1. To make sure that the youth themselves are interested in what you are teaching. You can modify your themes and games according to their interest.
2. To promote them coming to learn, work, and play together.

You can do this by creating a large attendance sheet to hang on the wall. It has every participant's name and a lot of blank spaces to add people in that show up later in the program. ***They get one sticker next to their name for every day they participate in the program's activity, 2 stickers if they arrive on time or early, and one sticker for every book they read.*** The number of stickers they collect are put on a bell curve by you. The ones on the upper half of the bell curve will receive certificates at the end of each section. Each section's attendance is individual. If they have attendance above the 50% for the *world* section they get a certificate. This resets with the *community* section, then resets again with the *self* section. If they collect a certificate for each of the three sections they get a larger, more formal certificate for the program as a whole. These youth that receive a certificate for the program as a whole will then get a library card and permission to check out books from the library while all other community members can only read or use books within the library itself. However, modify who receives certificates according to your bell curve of attendance and what you feel is right.

**Buttons:** A simple yet ***incredibly effective*** method to create a sense of pride. Upon returning their pacts (municipality members, teachers, and youth alike), they get a button that you have had made with the VALE logo (and maybe the community name on it as well). They are to wear their buttons whenever they want, but encourage them to wear them on their day of the program.

To create enthusiasm for the program, once I had collected all the surveys and pacts I came back into the classroom to award those who had returned them with a button and candies if they could answer questions about the program—What does VALE stand for? What days of the week is it? Where does VALE meet? Etc

## **The Timeline of the Project**

As discussed earlier, it is important not to jump into the program right way. Spend at least 3-6 months building trust in your community. Plan to get started with VALE *following* your community diagnostic and workshops with parents and teachers.

- You can start applying for funding at about month 4 and hope to start the project between months 6 and 9. Then you can be running the program as you begin your second year.
- You can decide if you want the program to be only 6 months or up to 9. *However, make sure it is completed 6 months before you finish your service.*
- The idea of the program is that ***you*** run it its first year, gather a ton of community support, change the students' (and maybe some parents' and teachers') habits so that they come to value and use a library regularly, ***and then you leave allowing it to run itself.*** That means, before you leave, you and the committee need to help arrange that a permanent salary is added to your municipality's budget for someone to teach the program and oversee the library that has been developed. This can be provided through the regional government (see the sample document for solicitation in the appendices). I did not ask the municipality to promise a salary until they saw the program's success. Afterwards, they wanted to make sure there was someone to care for the developing library and help the kids with the homework, while continuing to provide activities and games in the evenings for the kids and youth.

## **Your replacement**

Ideally, the program not only fulfills the goals of developing creativity, leadership skills, and researching skills in the youth, but it also develops a library. If this is the case, you will need to work with the committee to find/ select someone appropriate and then with the municipality to solicit the funding from the local government.

**Ideally this person:** Has a teaching degree; Has a particular interest in art; Demonstrates a responsible and healthy lifestyle

You can see a copy of the letter or solicitation in the appendices listing the responsibilities of the person you select. The committee's responsibility is to then monitor that person to ensure they fulfill the responsibilities listed. They will lose their salary or position if they fail to complete the responsibilities promised. There are going to be days when this person will not be able to teach. A person needs to be selected from the committee that will step in when your teacher is not available so that the library is **always** accessible to the youth on weeknights.

## **Monitoring**

There are multiple methods to monitor your program's success (see appendices).

- Attendance rates (see section VI)
- Monitoring scales filled out by VALE youth's teachers
- Grades of VALE youth

The monitoring scales are filled out by the VALE youth's teachers at three points in the program (at least): before, in the middle, at the end. You will want to collect the answers and average them (and ideally, statistically analyze them). I selected 2 youth randomly from each grade (one male and one female) in the schools. You can use the same youth selected for the holistic analysis done by the teachers as you will use to compare grades.

## **Small Towns vs Large Cities**

While this program was originally designed to develop a library in a small town, it can do the same in a large community **JUST AS WELL**. *Potential differences:*

- Select potential youth leaders to come to the program (ask teachers in the public schools to help you select youth). If the students you select don't have high attendance rates, invite someone else to take part. Try and keep your numbers around 20 children/youth per day.
- There is probably already a library in your town, develop the library that is already there to make it more useful and functional with the youth.

## **Budget for the Books**

Within the budget that you can use to apply for funding for VALE there is only a small allotment for a few books. The actual purchasing of books and developing of a library is something that needs to be done by the youth themselves semi-externally from the VALE program. It not only teaches them leadership, how to develop an idea and write formal letters of solicitation, but it will give them a sense of pride and ownership over the library space itself. We hope that this will help protect the space and keep it running sustainably as this generation grows into adulthood.

There is a budget attached that my community developed (parents, teachers, VALE committee, the youth, and myself) and presented to an NGO (Quechua Benefit) that is known for developing libraries all over Peru. You can use that budget as a base if you like, but be sure to include specific requests from your community. Put a sheet on the wall of the library or secondary school asking them to list books they want to have.



### Encuesta Primaria

*No hay respuestas correctas ni incorrectas.*

*Por favor, no escriba su nombre.*

Tu edad: \_\_\_\_\_

Tu curso favorito en la escuela: \_\_\_\_\_

Que haces después de clases todos los días: \_\_\_\_\_

\_\_\_\_\_

Que prefieres hacer después de las clases: \_\_\_\_\_

\_\_\_\_\_

Cuando y donde estudias: \_\_\_\_\_

Cuántos libros has leído por diversión en tu vida: \_\_\_\_\_

Cuales son los títulos de estos libros: \_\_\_\_\_

\_\_\_\_\_

Cual fue tu cuento favorito en la clase de comprensión: \_\_\_\_\_

\_\_\_\_\_

Cuándo te lavas las manos: \_\_\_\_\_

Cuándo te lavas la cara: \_\_\_\_\_

\_\_\_\_\_

Cuántos hermanos tienes: \_\_\_\_\_

Cuál era la edad de tu mamá cuando naciste: \_\_\_\_\_

Quien vive en tu casa: \_\_\_\_\_

\_\_\_\_\_

Con quien compartes el cuarto: \_\_\_\_\_

Por favor, dibuja un mapa mundial aproximada:

Haz una lista de todos los países del mundo que conoces: \_\_\_\_\_

\_\_\_\_\_

Haz una lista de todos los idiomas del mundo que conoces: \_\_\_\_\_

\_\_\_\_\_

Haz una lista de todas las religiones del mundo que conoces: \_\_\_\_\_

\_\_\_\_\_

Tu familia practica alguna religión? Cual y como la practican?

\_\_\_\_\_





### Encuesta para Secundaria

No hay respuestas correctas ni incorrectas.  
Por favor, no escriba su nombre

Tu edad: \_\_\_\_\_  
Tu curso favorito en la escuela: \_\_\_\_\_  
¿Que haces después de las clases todos los días?: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
¿Que prefieres hacer después de clases?: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
¿Cuando y donde estudias?: \_\_\_\_\_  
¿Cuántos libros has leído por diversión en su vida?: \_\_\_\_\_  
¿Cuales son los títulos de estos libros?: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
¿Cual fue tu cuento favorito en la clase de comprensión?: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
¿Si hubiera una biblioteca con libros de diversión e información, te gustaría venir para leer e investigar? \_\_\_\_\_  
¿Has usado una computadora fuera de la clase de computo?: \_\_\_\_\_  
¿Donde y para que?: \_\_\_\_\_  
¿Si hubieran computadoras libres en la biblioteca, te gustaria usarlos para: (si o no)  
    escribir reportajes?: \_\_\_\_\_  
    investigación?: \_\_\_\_\_  
    explorar otros lugares del mundo?: \_\_\_\_\_  
    juegos?: \_\_\_\_\_  
    usar tu correo electrónico para comunicarte con amigos y familia?: \_\_\_\_\_  
    algo mas?: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
¿Cuándo te lavas las manos?: \_\_\_\_\_  
¿Cuándo te lavas la cara?: \_\_\_\_\_  
¿Sabes que es un condón y como usarlo? \_\_\_\_\_  
¿Has usado un condón?: \_\_\_\_\_  
¿Cuántos hermanos tienes?: \_\_\_\_\_  
¿Cuál era la edad de tu mamá cuando naciste?: \_\_\_\_\_  
¿Quien vive en tu casa?: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
¿Con quien compartes el cuarto?: \_\_\_\_\_  
\_\_\_\_\_



Por favor, dibuje un mapa mundial aproximadamente:

Haz una lista de todos los países del mundo que conoces: \_\_\_\_\_

\_\_\_\_\_

Haz una lista de todos los idiomas del mundo que conoces: \_\_\_\_\_

\_\_\_\_\_

Haz una lista de todas las religiones que conoces: \_\_\_\_\_

\_\_\_\_\_

¿Tu familia practica alguna religión? ¿Cual y como la practican?



### Encuesta para Padres

No hay respuestas correctas ni incorrectas.

Por favor, no escriba su nombre.

Su hijo/a sabe que debe ayudarle a leer las preguntas o escribir las respuestas de esta encuesta.

¿Que hace Usted en un día normal? \_\_\_\_\_

\_\_\_\_\_

¿Hasta que edad estudio Usted? \_\_\_\_\_

\_\_\_\_\_

¿Si hubiera una biblioteca publica en Madrigal, donde es el mejor lugar para eso:

\_\_\_\_\_

¿Si hubiera una biblioteca con libros de diversión e información, gustaría venir para leer?

\_\_\_\_\_

¿Ha usado Usted una computadora?: \_\_\_\_\_

¿Donde y para que: \_\_\_\_\_

Su edad: \_\_\_\_\_

La edad de su hijo/a(s): \_\_\_\_\_

¿Cuál era la edad de su mamá cuando Usted nació?: \_\_\_\_\_

¿Que temas quiere Usted que sus hijos aprendan? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

¿Hay algunos temas que Usted quiere aprender en forma de charlas o talleres? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

¿Hay algunos temas que Usted piensa que otros padres de la comunidad deben aprender?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

¿Cual es la mejor hora para que sus hijos puedan venir a los reuniones de **VALE** una hora después de las clases un día cada semana? \_\_\_\_\_

\_\_\_\_\_



¿Cual es la mejor hora para que Usted pueda venir a los talleres o charlas? \_\_\_\_\_

¿Su familia practica alguna religión? Cual y como la practican? \_\_\_\_\_

¿Como apoyo Ud. en casa a sus hijos en las labores escolares? \_\_\_\_\_

¿Cuántos miembros de la familia han estudiado superior? \_\_\_\_\_

¿Qué opina del centro de salud? \_\_\_\_\_



# Overall VALE Budget Proposal

Item	Cost	Quantity	Total
Encyclopedia set- in Spanish	\$360	1	\$360
Paperback El Principito	\$9.89	80	\$791
VALE sign	\$60	1	\$60
VALE buttons	\$2	80	\$160
poster board (25 pack)	\$29	1	\$29
sticky nametags (100 pack)	\$4	1	\$4
crayons	\$2	80	\$160
markers	\$4	80	\$320
colored pencils (20 pack)	\$3	80	\$240
styrofoam ball pack	\$20	1	\$20
tempura paints (16 oz)	\$5	16	\$80
flashlight	\$3	1	\$3
papelotes	\$0.10	300	\$30
computer paper	\$7	5	\$35
plaster bandages (5 yards)	\$6	30	\$180
vaseline (13 oz)	\$3	10	\$30
facial soap	\$4	10	\$40
scissors (2-pack)	\$5	40	\$200
elmers glue (7 5/8 oz)	\$3	80	\$240
food coloring (4 tube pack)	\$5	20	\$100
henna tattoos (1lb pack)	\$15	2	\$30
international music CD	\$14	3	\$42
popcicle sticks (50 count)	\$1	5	\$5
foods for preparation	\$100	1	\$100
snacks	\$50	1	\$50
blender	\$30	1	\$30
sponge	\$1	10	\$10
yarn	\$3	15	\$45
Certificates (per 100)	\$150	1	\$150
copies	\$0.10		\$0
computer literacy program	\$10	1	\$10
wood	\$4	80	\$320
condoms	\$1	30	\$30
buckets	\$5	2	\$10
hand soap	\$1	80	\$80
cd/tape player	\$10	1	\$10
Grand Total			\$4,004
price per child			\$50
price per child per day			\$1
optional: projector	\$500-\$1000	1	

<b>Recursos Humanos</b>	# de personas	numero de dias	salarios diarios (s/.)	total (s/.)
Srt Angelica	1	5	40	200
sr. Gregorio	1	2	40	80
Srt. Ana	1	2	40	80
Los Profesores	18	2	40	1440
secretaria	1	1	10	10
alcalde	1	1	20	20
regidores	5	1	15	75
presidente de APAFA	2	1	15	30
padres	8	3	8	192
			Total	2127

Materiales/Euipo	Por Unidad	Cantidad Requerida (dias)	Costo	Subtotal (s/.)
Salon de la Municipalidad	1	210	1.5	315
Local de la Municipalidad	1	3	30	90
Equipo de sonido	1	3	20	60
Maquinas de computacion	6	2	4	48
proyector del colegio	1	15	30	450
aula en primaria	1	140	30	4200
		Total		5163

Total Grande de contribuciones de la comunidad:  
7290

## Book List and Prices

Title of book	Price	Link
Harry Potter series (7books)	\$179.20	biblio.com
Goodesbumps series (10)	\$72.00	biblio.com
El Alquimista (The alchemist)	\$9.25	amazon.com
Spanish Dictionary	\$64.83	amazon.com
Una arruga en el tiempo(A Wrinkle in Time)	\$12.95	barnesandnoble.com
Guardian Entre El Centeno(Catcher In The Ray)	\$29.88	amazon.com
El libro de la selva (The Jungle book)	\$12.05	amazon.com
El arbol generoso (The Giving Tree)	\$15.21	amazon.com
Sopa de Piedras (Stone Soup)	\$7.99	amazon.com
Diario de Ana Frank (Ann Frank's Diary)	\$31.77	amazon.com
La Isla del Tesoro (Treasure Island)	\$5.95	amazon.com
Cabaña de Tio Tom (Adventures of Tom Sawyer)	\$9.95	amazon.com
Mi Planta deNaranja lima (my plant of orange-lim)	\$14.95	amazon.com
Paco Yunque (The Tungston)	\$18.49	amazon.com
La Llave Magica (The Indian in the Cubbord)	\$15.88	amazon.com
el rey leon (The Lion King)	\$25.00	amazon.com
La cenicienta (Cinderella)	\$12.99	amazon.com
La Blancanieves (Snow White)	\$14.95	amazon.com
Las aventuras de Pinocho (Pinochio)	\$17.12	amazon.com
The Music of Chaikovsky y El Cascanueces (The	\$17.12	amazon.com
Pulgarcita (thumbelina)	\$15.95	amazon.com
Si le das una galletita a un raton (If you give a r	\$11.55	amazon.com
Rambo primera sangre (Rambo first blood)	\$21.22	amazon.com
Karate-Pequenos deportistas (karate-sports for spr	\$17.78	amazon.com
Aprendo con los picapiedras-dinosaurios (learnin	\$13.22	amazon.com
Los picapiedras (the flinstones)	\$28.48	amazon.com
buenas noches luna (goodnight moon)	\$6.99	amazon.com
eres mi mama? (are you my mother)	\$4.99	amazon.com
donde viven los monstruos (where te wild things	\$6.86	amazon.com
alexander y el dia terrible, horrible, espantoso, h	\$6.99	amazon.com
los tres chivitos (billy goats gruff)	\$3.99	amazon.com
la telaraña de carlota (charlotte's web)	\$18.40	amazon.com
platero y yo	\$15.49	amazon.com
El Chavo del ocho	\$8.99	amazon.com
Guerra de las Glaxias	\$16.05	amazon.com
Dragon Ballz	\$14.32	amazon.com
Hombre Haulk	\$32.64	amazon.com
Caballero Carmelo	\$24.95	amazon.com
Batman	\$16.29	amazon.com
Cars-Disney	\$8.87	amazon.com
el pez en el agua	\$11.69	amazon.com
El Principito	\$5.90	amazon.com
los dos payasos	\$11.40	amazon.com
Mario Moreno Cantinflas	\$28.24	amazon.com
arroz con frijoles y unos amables ratones	\$25.95	amazon.com
La sirenita (The Little Mermaid)	\$11.95	amazon.com
Caperucita Roja (Little Red Riding Hood)	\$3.99	amazon.com

Los tres cerditos (The Three Little Pigs)	\$3.99	amazon.com
Peter Pan	\$3.99	amazon.com
El patito Feo (The ugly duckling)	\$3.99	amazon.com
Charli y la fabrica de chocolate (Charlie and the	\$9.95	amazon.com
oso pardo, oso pardo que ves ahi (brown bear at	\$12.21	amazon.com
la horuga muy hambrienta (the very hungry cater	\$7.91	amazon.com
de la cabeza a los pies (from head to toe	\$12.23	amazon.com
como me siento (how do I feel?)	\$3.95	amazon.com
el lorax (the lorax	\$15.94	amazon.com
horton escucha a quien (horton hears a who)	\$10.85	amazon.com
un pez, dos peces, pez rojo, pez azul (one fish, t	\$8.99	amazon.com
yoruga la tortuga y otros cuentos (yertle the tur	\$10.87	amazon.com
oh, cuan lejos llegaras (oh, the places you will g	\$10.85	amazon.com
juevos verdes con jamon (green eggs and ham)	\$9.95	amazon.com
como el grinch romo la navidad (how the grinch	\$10.20	amazon.com
the cat in the hat	\$8.99	amazon.com
la marquita malhumorada	\$8.99	amazon.com
la araña muy ocupada (the very busy spider)	\$16.05	amazon.com
jorge el curioso	\$6.95	amazon.com
el pez arco iris	\$9.95	amazon.com
diez deditos (ten fingers)	\$7.99	amazon.com
siempre te querre	\$5.95	amazon.com
pio peep (traditional spanish nursery rhymes)	\$10.87	amazon.com
quiero mi mama porque (I love my mommy beca	\$6.99	amazon.com
opuestos (opposites)	\$5.99	amazon.com
lola	\$6.95	amazon.com
narnia	\$13.59	amazon.com
el leon, la bruja, y el ropero (the lion, the witch,	\$9.99	amazon.com
jorge curioso limpia el reguero (curios george cle	\$3.99	amazon.com
Esperanza renace (Esperanza raising)	\$6.99	amazon.com
antes de ser libres	\$6.99	amazon.com
en el tiempo de la mariposas	\$10.88	amazon.com
cajas de carton (the circuit-stories from the life o	\$6.95	amazon.com
de como las muchachas Garcia perdieron el acer	\$14.00	amazon.com
la casa de los espíritus	\$11.19	amazon.com
la isla bajo el mar	\$10.85	amazon.com
devolver al remitente (return to sender)	\$6.99	amazon.com
de colores and other latin american folk songs fo	\$10.98	amazon.com
songs in spanish for children	\$5.99	amazon.com
canciones infantiles del tiempo de la abuela	\$13.78	amazon.com
Biblia	\$38.75	barnesandnoble.com
el cor'an (the koran)	\$16.00	barnesandnoble.com
5 sutras budistas	\$7.95	amazon.com
cristianos, judios, y musulmanes (christians, jew	\$24.65	amazon.com
escritos de nichiren daishonin	\$63.21	amazon.com
Constitucion politica del Peru 1993: Sumillas, re	\$150.00	amazon.com
la guia escencial sobre sexualidad adolescente	\$16.95	amazon.com
Mis Primeras Adivinanzas, Trabalenguas Y Chiste	\$9.04	amazon.com



Siete ensayos de interpretación de la realidad p	\$28.00	amazon.com
Algebra (Spanish Edition) by Aurelio Baldor (Aug	\$264.98	amazon.com
Geometria Plana y del Espacio y Trigonometria (I	\$247.70	amazon.com
Aritmetica - Teorico Practica (Spanish Edition) [H	\$115.62	amazon.com
Los Rios Profundos y seleccion De Cuentos - Prolo	\$80.00	amazon.com
Historia del Perú independiente (Spanish Edition)	\$34.99	amazon.com
Mitos y leyendas peruanos (Las Tres Edades: Bibl	\$38.95	amazon.com
Tradiciones peruanas (Literatura) (Spanish Editio	\$29.99	amazon.com
Toda Mafalda (Spanish Edition) by Quino and J.	\$62.67	amazon.com
Culturas Precolombinas: Nazca - Arte y Tesoros	\$165.00	amazon.com
Fabuloso Libro De Las Tablas De Multiplicar/ The	\$25.04	amazon.com
Mi primer libro de canciones infantiles/ My First I	\$14.78	amazon.com
El Patio De Mi Casa Y Otras Canciones Infantiles	\$24.95	amazon.com
Tito, Tito, Rimas, Adivinanzas y Juegos by Isabe	\$15.99	amazon.com
Los 100 mejores juegos infantiles by Maria; Pére	\$20.00	amazon.com
Diccionario De Refranes: proverbios, dichos, ada	\$33.09	amazon.com
Larousse General Diccionario de Sinonimos y An	\$49.95	amazon.com
El Pequeno Larousse Ilustrado Bicentenario 2011	\$34.98	amazon.com
Estimulacion Temprana-0 a 36 Meses, Favorecie	\$37.70	amazon.com
Locos Por Las Matematicas (Drakontos) (Spanish	\$23.68	amazon.com
Juegos Matematicos Para Estimular La Inteligenc	\$15.59	amazon.com
Juegos Matematicos - Secundaria y Bachillerato	\$127.29	amazon.com
Los Juegos Matematicos De Eureka (Spanish Editi	\$27.20	amazon.com
Sopa de Pollo para el Alma de los Niños: Relatos	\$7.60	amazon.com
Papa Rico, Papa Pobre: Lo Que Ensenan los Rico	\$47.95	amazon.com
Historia general del Peru (Facsimile edition) (Spa	\$128.95	amazon.com
Memorias y Documentos Para la Historia de la In	\$36.99	amazon.com
Historia Maritima del Peru: Epoca Prehistorica (T	\$90.00	amazon.com
Historia de la conquista del Perú (Spanish Editio	\$35.83	amazon.com
Historia de la conquista del Perú. Con observacio	\$98.00	amazon.com
Introduccion a la Historia Antigua del Peru by Ju	\$74.81	amazon.com
Historia De Las Guerras Civiles Del Peru by Pedro	\$45.99	amazon.com
Historia y Arte del Peru Antiguo by Uruguay and	\$474.02	amazon.com
Una Semilla de Luz - Derecho a la Igualdad - 1 (	\$11.86	amazon.com
Amigos del Alma - Derecho a Crecer Al Amparo (	\$29.09	amazon.com
Atlas geografico y documental del Peru ([Enciclo	\$46.00	amazon.com
Artesanias y manualidades con Mandalas / Arts a	\$17.90	amazon.com
Manualidades y artesanias/ Arts and Crafts: Asi	\$11.99	amazon.com
Ideas para divertir a los ninos: Juegos al aire lib	\$14.04	amazon.com
Secretos de la prehistoria by Dougal Dixon and E	\$12.57	amazon.com
Manualidades Faciles Con Vasos de Papel (Spani	\$10.99	amazon.com
Paper Mache (Manualidades Creativas Para Ninos	\$4.90	amazon.com
Pintura Decorativa - Manualidades (Spanish Edit	\$41.20	amazon.com
Plastica de Primaria. Ingeniosas y divertidas ma	\$93.16	amazon.com
Figuras con globos (Manualidades) (Spanish Edit	\$12.95	amazon.com
Inventos y reciclajes (MANUALIDADES) (Spanish	\$58.47	amazon.com
Entretejidas (Spanish Edition) by Debbie Macom	\$9.99	amazon.com
Su Hijo: Momentos Claves En Su Desarrollo Desc	24.95	amazon.com
Apicultura o tratado de las abejas y sus labores,	26.99	amazon.com

Huerta Organica/ Organic Garden (Jardineria PrA	\$20.01	amazon.com
Moda y Diseno 1. Curso de Corte y Confeccion d	\$24.90	amazon.com
Ropa Para Ninos/Sewing for Children by Singer (	\$8.99	amazon.com
La técnica de la cerámica al alcance de todos. by	\$34.34	amazon.com
Recetas Nutritivas que curan	\$19.99	amazon.com
coleccion de recetas de la cocina italiana	\$9.98	amazon.com
recetas para parrillas y asadores	\$5.99	amazon.com
recetas peruanas	\$30.27	amazon.com
Manualidad de hornear pan, pastas y pasteles	\$26.99	amazon.com
	<b>\$4,838.71</b>	<b>TOTAL</b>

what the children requested

what PCV added to the list

what parents and teachers requested

what my replacement (the peruvian woman who will be teaching VALE) requested

# Breakdown of Costs per Week

## (With Items to be Renewed at the end)

assuming a 20-student class  
the bare minimum to be able to teach the class 1 time

Week 1	Item	Cost	Quantity	Total
	computer paper	\$7	1	\$35
	colored pencils (20 pack)	\$3	10	\$30
	styrofoam ball pack	\$10	1	\$10
	flashlight	\$3	1	\$3
	tempura paints (16 oz) w/ brushes	\$5	6	\$30
	wire	\$6	1	\$6
TOTAL				\$114
Week 2	Item	Cost	Quantity	Total
	balloons	\$3	1	\$3
	flour and water	\$3	1	\$3
	masking tape	\$4	1	\$4
	tempura paints (16 oz) w. brushes	\$5	6	\$30
	bowels	\$5	4	\$20
	cd/tape player	\$10	1	\$10
TOTAL				\$70
Week 3	Item	Cost	Quantity	Total
	popcicle sticks (50 count)	\$1	5	\$5
	colored pencils (20 pack)	\$3	10	\$30
	elmers glue (7 5/8 oz)	\$3	10	\$30
	computer paper	\$7	1	\$7
	scissors (2-pack)	\$5	10	\$50
TOTAL				\$122
Week 4	Item	Cost	Quantity	Total
	computer paper	\$7	1	\$7
	potatoes	\$4	1	\$4
	combs	\$1	10	\$10
TOTAL				\$21
Week 5	Item	Cost	Quantity	Total
	henna tattoos (1lb pack)	\$15	1	\$15
	bindis	\$10	2	\$19
	vermillion powder	\$14	1	\$14
TOTAL				\$48
Week 6	Item	Cost	Quantity	Total
	sand paper	\$1	10	\$10
	crayons	\$2	10	\$20
	small jars	\$1	20	\$20
	funnel	\$2	10	\$20
	elmers glue (7 5/8 oz)	\$3	10	\$30
	construction paper	\$8	10	\$80
	plaster bandages (5 yards)	\$6	5	\$30
	vaseline (13 oz)	\$3	10	\$30
	paper towel pack	\$2	2	\$4
	facial soap	\$4	2	\$8

assuming a 20-student class  
the bare minimum to be able to teach the class 1 time

headbands	\$0.30	10	\$3.00
gold tempera	\$30	1	\$30
masking tape	\$4	1	\$4
tempura paints (16 oz) w. brushes	\$5	6	\$30
TOTAL			\$319

Week 7	Item	Cost	Quantity	Total
	blender	\$30	1	\$30
	washbin	\$5	1	\$5
	screen	\$2	1	\$2
	sponge	\$1	10	\$10
	yarn	\$3	2	\$6
	markers	\$4	10	\$40
TOTAL			\$93	

Week 8	Item	Cost	Quantity	Total
	Paperback El Principito	\$9.89	20	\$198
	papelotes	\$0.10	10	\$1
	computer paper	\$7	1	\$7
	colored pencils (20 pack)	\$3	10	\$30
TOTAL			\$236	

Week 9	Item	Cost	Quantity	Total
	Encyclopedia set- in Spanish	\$360	1	\$360
	computer paper	\$7	1	\$7
	markers	\$4	10	\$40
TOTAL			\$407	

Week 10	Item	Cost	Quantity	Total
	TOTAL			\$0

Week 11	Item	Cost	Quantity	Total
	wood	\$4	20	\$80
	tempura paints (16 oz)	\$5	20	\$100
TOTAL			\$180	

Week 12	Item	Cost	Quantity	Total
	disposable plates	\$4	1	\$4
	candies	\$1	1	\$1
	The Giving Tree	\$16	1	\$16
	scissors (2-pack)	\$5	10	\$50
	elmers glue (7 5/8 oz)	\$3	10	\$30
	construction paper	\$8	5	\$40
TOTAL			\$141	

Week 13	Item	Cost	Quantity	Total
	papelotes	\$0.10	10	\$1
	computer paper	\$7	1	\$7
	markers	\$4	4	\$16



assuming a 20-student class  
the bare minimum to be able to teach the class 1 time

<b>TOTAL</b>	<b>\$24</b>
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Week 14	Item	Cost	Quantity	Total
	computer paper	\$7	1	\$7
	papelotes	\$0.10	10	\$1
	markers	\$4	4	\$16
	<b>TOTAL</b>			<b>\$24</b>

Week 15	Item	Cost	Quantity	Total
	computer paper	\$7	1	\$7
	colored pencils (20 pack)	\$3	10	\$30
	<b>TOTAL</b>			<b>\$37</b>

Week 16	Item	Cost	Quantity	Total
	tempura paints (16 oz)	\$5	6	\$30
	masking tape	\$4	1	\$4
	elmers glue (7 5/8 oz)	\$3	5	\$15
	scissors (2-pack)	\$5	5	\$25
	<b>TOTAL</b>			<b>\$74</b>

#### Renewable Items and Salary

Item	price S/.	\$
crayons	200	
markers	440	
colored pencils	330	
tempura paints	110	
computer paper	90	
construction paper	100	
snacks	140	
masking tape	70	
toilet paper	10	
misc	200	
total	1690	
salary of professor		
S/.900	10,800	
9 meces		
gran total	12,490	4,542



### Monitoring VALE Youth Progress – English

Youth's Grade: \_\_\_\_\_

Youth's Age: \_\_\_\_\_

Youth's Gender: \_\_\_\_\_

Youth's Name: \_\_\_\_\_

Reflection Number: 1          2          3          4

Rate on a Scale from 1-10.

1 representing that said attribute is not being demonstrated at all

10 representing that said attribute is being demonstrated completely

Openness to the world around them

1      2      3      4      5      6      7      8      9      10

Curiosity to go beyond information given

1      2      3      4      5      6      7      8      9      10

Ability to work well with others

1      2      3      4      5      6      7      8      9      10

Ability to lead

1      2      3      4      5      6      7      8      9      10

Creativity/ability to think of something original

1      2      3      4      5      6      7      8      9      10

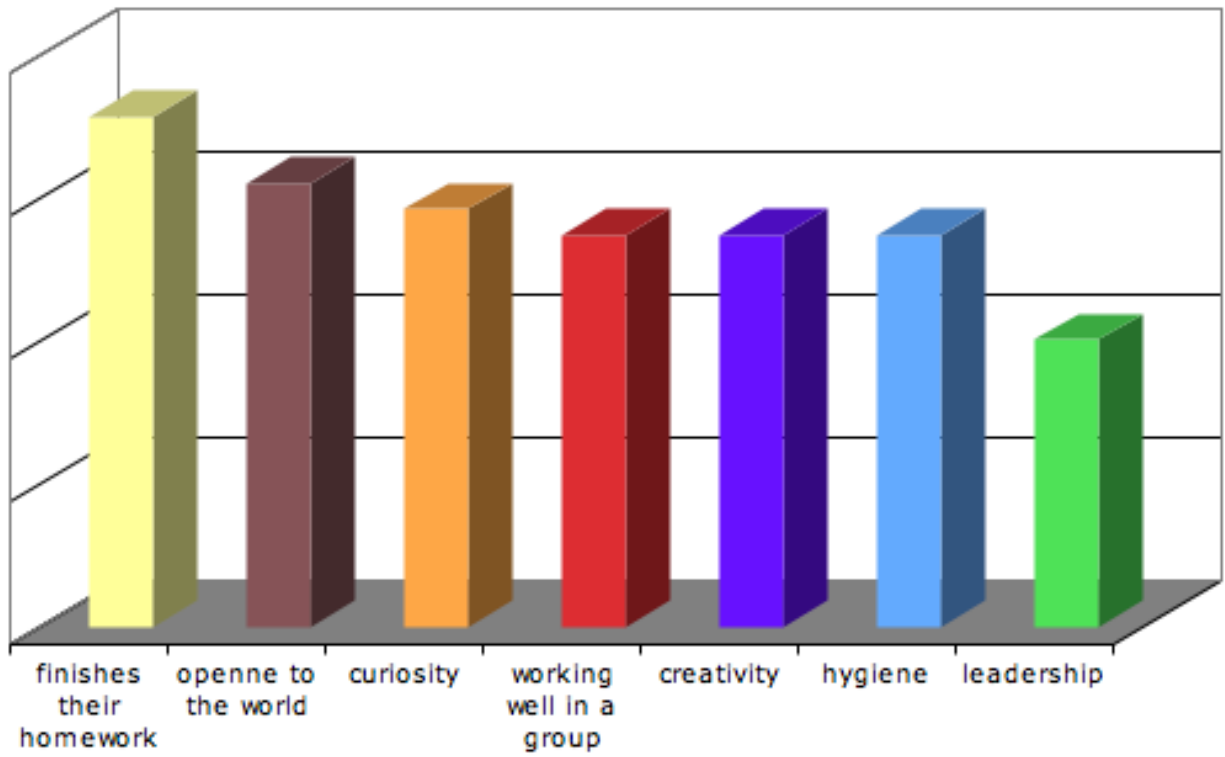
General appearance of cleanliness

1      2      3      4      5      6      7      8      9      10

Attendance to do homework after VALE

1      2      3      4      5      6      7      8      9      10

## Group Scores





### Compromiso para Autoridades de la Comunidad

Hay un programa nuevo implementado en el Colegio de Madrigal, llamado **Volar & Leer** **Metrolina (VALE)**. Todos los alumnos van a venir una vez cada semana después de sus clases para divertirse en un lugar seguro y aprender con un instructor.

Todos los alumnos y sus padres han firmado un Compromiso de avance de educación y las firmas abajo significan que vamos a ofrecer apoyo y recursos para el éxito de estos estudiantes y el programa **Volar & Leer** **Metrolina (VALE)**.

\_\_\_\_\_  
Alcalde

\_\_\_\_\_  
Secretaria

\_\_\_\_\_  
Regidor

\_\_\_\_\_  
Regidor

\_\_\_\_\_  
Regidor

\_\_\_\_\_  
Regidor

\_\_\_\_\_  
Regidor

Los padres, los alumnos, instructores, directores, y autoridades van a compartir su pericia con todos.

Los alumnos que asistieron y leyeron aceptablemente van a recibir un certificado de **VALE** y una fiesta por el fin del programa con todos los instructores, padres, y autoridades que han apoyado.





### Compromiso

\_\_\_\_\_ tiene permiso y va a asistir las reuniones de **Volar a Las Estrellas (VALE)** una vez cada semana después de las clases para divertirse en un lugar seguro y aprender. Este alumno y sus padres van a comprometerse al avance en la educación de este alumno en dos maneras:

- o Van a leer por diversión por lo menos tres veces cada semana
- o El alumno va a asistir su reunión de VALE por lo menos tres veces cada mes. El alumno va a llegar a la reunión en punto o 15 minutos temprano.

La reunión del \_\_\_\_ grado esta todos los \_\_\_\_\_ a las \_\_\_\_\_ en el salón \_\_\_\_\_

Esta firma significa que cada persona va a trabajar fuertemente y respetando a todos los involucrados en el avance de la educación de este alumno. Los padres se van a asegurar que el niño pueda atender los reuniones de **VALE** y van a darle el tiempo para hacer su tarea, relajar y leer todas las noches.

\_\_\_\_\_  
Estudiante

\_\_\_\_\_  
Madre y/o Padre

\_\_\_\_\_  
Instructor

\_\_\_\_\_  
Director

Los padres, los alumnos, instructores, directores, y autoridades van a compartir su expertiz con todos.

Los alumnos que asistieron y leyeron aceptablemente van a recibir un certificado de **VALE** y una fiesta por el fin del programa con todos los instructores, padres, y autoridades que han apoyado a este proyecto.



### Actividades del Programa de VALE - Castellano

1- Para Diciembre 2010 se forma grupos de trabajo de niños y jóvenes y recibir los compromisos de 80% (101 personas) de la población

- Escribir y dar [encuestas a los niños y padres](#) para obtener información de conocimiento, donde está el interés, cuando y donde los grupos quieren reunirse.
- Recibir los [compromisos](#) (con la influencia de KIPP) de cada alumno, padre, y [el alcalde](#)

2- Para Marzo 2011 que todos (18 personas) los profesores están capacitados en el programa SEPAS y nuevas maneras de formar sus alumnos.

- Hacer una [encuesta](#) para preguntar los profesores donde están sus intereses.
- Dar una serie de charlas a los profesores
  1. Motivación y dominio de sí mismo (SEPAS, Levin y Feinberg)
  2. Educación informal, integrar juegos (Egan, Tools of the Mind, Vygotsky) y cómo aprende el cerebro juvenil
  3. Enseñar por recíproco (Palinscar y Brown)
  4. Cómo trabajar con los niños abusados (**INVESTIGAR**)
  5. Maneras alternativas de enseñar en la aula (usar multimedia, usar materiales reciclados, etc)

3- Para Abril 2011 empieza el programa VALE con 59 niños y 42 adolescentes y asumen sus compromisos de asistencia y lectura.

- Reunirse una vez cada semana con cada grado (pueden ser combinados) para hacer el currículo de VALE.



- Empezar los proyectos de practicar liderazgo en la comunidad (mapa mundial, crecer la biblioteca, escribir diarios/periodico)
- 4- Para Mayo 2011 que por lo menos 50% de los padres (51 personas) estan comprometidos y capacitados para apoyar sus hijos en su educacion
- Serie de Charlas
    1. La importancia de leer
    2. La importancia de atencion y afecion (Farah)
    3. La importancia de idioma y hablar para el desarrollo del cerebro (Hart & Risley)
    4. Nutricion
    5. Momentos de enseñar en vida diario (Harlem Children's Zone)
    6. Planificacion familiar, alimentacion durante el embarazo
- 5-Para Diciembre 2011 que 75%(76 personas) de los jovenes de Madrigal culminaron el programa VALE y 100% de los que reciben sus certificados mejoran su mentalidad culturalmente, socialmente, y personalmente (comprobado por las pruebas de salida en comparacion a las encuestas de entrada).





13 Noviembre 2011  
Municipalidad Distrital de Madrigal, Arequipa

Estimado Alcalde Florentino Chávez,

Envío esta carta con el fin de solicitar S/. 10,800 en apoyo económico para pagar el sueldo anual de profesora del programa Volar a la Estrellas (VALE) para después de las clases y bibliotecaria de la nueva biblioteca den Madrigal. Se realizará el 1 de Marzo 2012.

VALE es un programa que enfoca en desarrollar creatividad, conocimiento, auto-estima y liderazgo en jóvenes poblanos de Madrigal. Desde que empezó el programa, hace un año, con una voluntaria de Cuerpo de Paz como profesora, los alumnos han subido sus notas en la escuela, y están demostrándose mas responsables en su vida diaria.

Como profesora de VALE y bibliotecaria se comprometa a:  
Abrir las puertas de la biblioteca todos los días a las 3 de la tarde para que cualquier persona puede entrar, y cerrar las puertas a las 9 de la noche con llave.

Va trabajar 30 horas semanales.

Guardar y cuidar la llave de la biblioteca.

Cuidar los libros y el espacio de la biblioteca para que se queda limpio y funcional.

Enseñar el programa VALE para una hora diariamente lunes a jueves durante el año escolar como esta explicado en el grafico abajo:

Lunes	Martes	Miércoles	Jueves
Inicial, 1º, 2º, 3º	4º, 5º, 6º	1º, 2º	3º, 4º, 5º
Primaria	Primaria	Secundaria	Secundaria
3pm-4pm	3pm-4pm	4pm-5pm	4pm-5pm

Organizar Vacaciones Útiles para Enero y Febrero anualmente.

Coordinizar, por lo menos, un actividad de liderazgo con los alumnos para su comunidad cada año (por ejemplo: pintar mural, limpiar los calles, leer a menores, etc.).

Escribir un reportaje cada 3 meces para el comité de VALE y mandarlo a Lauren Deimling Johns ([lauren.johns@mac.com](mailto:lauren.johns@mac.com)) la creadora del programa.

Coordanizar charlas o actividades con los padres para crear apoyo en la casa para los niños en su educación.





El Programa y la biblioteca ayudarán a todos los y las participantes a lograr lo siguiente:

**Visión Global:** Que los ciudadanos de Madrigal valoran la educación y el acceso a la información como una herramienta creativa que transforma su comunidad y forma de vivir para la siguiente generación.

**Meta 1:** Que los alumnos de VALE suban en sus clases de Primaria y Secundaria para prepararse para el mundo profesional.

**Meta 2:** Desarrollar liderazgo, alto auto-estima, creatividad, curiosidad, responsabilidad, alfabetismo y un estilo de vida saludable para los alumnos de VALE.

**Meta 3:** Capacitar los profesores y padres de los jóvenes de Madrigal en como ayudarles avanzar en su educación.

Costo de la contribución gubernamental para el Programa:

Sueldo de profesora/bibliotecaria	S/. 900 Mensualmente	S/. 10.800,00 TOTAL
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Es posible contratar profesores por horas pagados por este sueldo si es necesario y el comité de VALE esta de acuerdo.

Si tiene cualquier otra pregunta sobre el programa o la biblioteca de Madrigal, favor de contactarme ([lauren.johns@mac.com](mailto:lauren.johns@mac.com), 95.746.3639 o los miembros del comité de VALE: Hirma Blanco 95.9828566, Mercedes Soto 95.745.1729, Angelica Quispe 95.994.8514)

Atentamente,

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Lauren Deimling Johns  
Voluntaria de Cuerpo de Paz

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Hirma Blanco  
Profesora Primaria

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Mercedes Soto  
Profesora Primaria

# Bibliography

## General Program Development:

- World Connect: [www.worldconnect-us.org](http://www.worldconnect-us.org)
- Mike Safley and the organization *Quechua Benefit*
- Encyclopedia Britannica: Contact Valentina Texera for discounted encyclopedia sets: [vtexera@eb.com](mailto:vtexera@eb.com)
- The University of Nebraska Department of Psychology:  
<http://jonathan.mueller.faculty.noctrl.edu/crow/activitiesgender.htm>
- The KIPP Program
- Harlem Children's Zone
- Paul Tough, *Whatever It Takes*
- The Carerra Project
- Javier Arevalo
- Adele Diamond
- Richard Davidson

## Weekly Activities:

### Week 1

- [kidsgeo.com](http://kidsgeo.com)
- <http://www.sciencenetlinks.com/interactives/messenger/psc/PlanetSize.html>

### Week 6

- DLTk's crats for kids
- Michael Delahunt

### Week 8

- Cherice Montgomery, foreign Language Teaching Forum (2003)
- Debbie Noah at Bedford Heights Elementary School

### Week 9

- <http://www.sdst.org/shs/library/thesis.htm>
- <http://www.crlsresearchguide.org/worksheets/outline%20worksheet.htm>
- <http://www.teachkidshow.com/teach-your-child-how-to-research-information/>
- Kathleen Frassrand

### Week 10

- Girls and Boy Scouts of America
- Lake Erie Arts Council

### Week 11

- [http://www.digsmagazine.com/lounge/lounge\\_buildbookcase4.htm](http://www.digsmagazine.com/lounge/lounge_buildbookcase4.htm)

### Week 12

- <http://jonathan.mueller.faculty.noctrl.edu/crow/activitiesgender.htm>
- University of Nebraska—Lincoln; April L. Seifert  
[lirpa\\_seifert@yahoo.com](mailto:lirpa_seifert@yahoo.com)

### Week 13

- London Newspaper The Independent
- National Institute of Alcohol Abuse and Alcoholism
- Kidshealth.org
- Ontario Ministry of Education

### Week 14

- Ontario Ministry of Education: "Education for All -- The Report of the Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten to Grade 6"; 2005
- Discovery.com
- LIVESTRONG.com

### Week 15

- [www.teachitprimary.co.uk](http://www.teachitprimary.co.uk)

### Week 16

- The Center for Investigating Healthy Minds